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GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

LOWER PROVINCES

OF THE

BENGAL PRESIDENCY

FOR

1862-63,

WITH APPENDIXES

CALCUTTA

PRINTED AT THE BAPTIST MISSION PRESS, CIRCULAR ROAD.

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No 794.

FROM THE DIRECTOR OF PUBLIC INSTRUCTION,
TO THE SECRETARY TO THE GOVERNMENT OF BENGAL.

Dated Fort William, the 19th February, 1864.

SIR,

I HAVE the honor to solicit the authority of Government for the publication of the Education Report for 1862-63, a copy of which is herewith forwarded.

I have the honor to be,
Your most obedient Servant,
W. S. ATKINSON,
Director of Public Instruction.

No. 947.

FROM THE JUNIOR SECRETARY TO THE GOVERNMENT OF BENGAL,
TO THE DIRECTOR OF PUBLIC INSTRUCTION,

Dated Fort William, the 24th February, 1864.

EDUCATION.

SIR,

I AM directed to acknowledge the receipt of your letter, No. 794, dated 19th instant, and in reply to convey to you the authority of the Lieutenant-Governor for the publication of the Education Report for the year 1862-63.

I have the honor to be,
Sir,
Your most obedient Servant,
S. C. BAYLEY,
Junior Secretary to the Government of Bengal.

REPORT

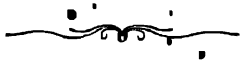
OF

THE DIRECTOR

OF

PUBLIC INSTRUCTION,

1862-63.



General Statistics:—For the year ending 30th April 1863, the number of Colleges and Schools under Government inspection is returned at 1,227, and the number of students at 69,588. In the last Report it was stated that the number of Institutions under inspection amounted to 965, and the students attending them to 57,200. The returns for the year under review exhibit therefore an increase of 262 schools, and 12,388 scholars as compared with the numbers given for the twelve months preceding.

These returns are roughly classified in the following table which gives the number of institutions of different classes and the number of students receiving instruction in them.

April 30th, 1863.	No. of Schools.		No. of Pupils.	
Government Institutions.				
Colleges (General, Oriental and Professional),	10		1,500*	
English and Anglo-Vernacular Schools,	46		7,947	
Vernacular Schools,	175		11,010	
Vernacular Normal Schools,	7		591	
		238		21,048
Aided and other Schools under Inspection.				
English and Anglo-Vernacular Schools (including School of Industrial Art,)	173		13,434	
Vernacular Schools,	251		11,298	
Girls' Schools,	35		1,183	
		459		25,915
Indigenous, Circle, & Subsidized Schools and private Schools under inspection,	530†		22,625	
		530		22,625
		1,227		69,588

From these figures it results that, if, as in former years, the population of Lower Bengal be taken at 40,000,000 and the number of boys of an age to attend school at 4,000,000 the proportion of schools to population is about 1 to 32,600, each school being attended on the average by 56.7 scholars; while fewer than 1.8 per cent. of the boys of a school-going age are actually receiving school instruction—one scholar only on an average being drawn from a population of 576.

The accountant's statement of the receipts and disbursements of the department for the year shews that the charge upon the Public Revenue has amounted to Rs. 9,93,058, being in excess of the charge of the previous year to the extent of Rs. 1,12,280.

* This number includes the students in the School Departments of the Sanskrit College and the Calcutta Mudressa.

† There are 106 Indigenous Schools in Behar not included in this Return as no statistics have been furnished.

At the same time the outlay on Government Institutions defrayed from endowments and fees has amounted to Rs. 2,39,560. The expenditure of the department has consequently reached the sum of Rs. 12,32,6[illegible]8, exclusive of the charges defrayed from local sources of income in the case of schools receiving grants-in-aid.

In schools of the latter class the expenditure so provided for is returned at Rs. 2,42,618, leaving an aggregate balance to credit of Rs. 10,763, as shewn in the margin.

Aided Institutions.	
Receipts from local sources, Fees,... ..... Rs.	92,614
Subscriptions, Endowments, &c., ...	1,60,767
Rs.	2,53,381
Disbursements from ditto, ...	2,42,618
Balance,	10,763

Hence the actual aggregate outlay on education for the year, including charges defrayed from all sources of income, in private "aided" schools as well as in Government Institutions, is found to amount to Rs. 14,75,236.

Making use of these figures to obtain the cost per head of the pupils under instruction, we find that the average aggregate expenditure on each pupil was Rs. 21-3-2, of which Rs. 14-4-4 was disbursed out of Public Revenue, and Rs. 6-14-10 from private sources.

The receipts from fees are largely in excess of the amounts reported in previous years—Nearly three lakhs of Rupees have been obtained from this source of income, of which more than two lakhs have been paid in Government Institutions. The increased receipts in the latter case are due partly to an increase in the number of students, but chiefly to the raising of the rates in some of the Colleges and larger schools, a process which is constantly going on, and which may be repeated from time to time without difficulty as the country progresses in intelligence and wealth.

Receipts from Fees.	
Govt. Institutions, ...Rs.	2,01,917
Aided Institutions,	92,614
Rs.	2,94,531

The receipts for the last five years are shewn in the following table.

Receipts from Fees.

	1858-59	1859-60.	1860-61.	1861-62.	1862-63.
	Rs.	Rs.	Rs.	Rs.	Rs.
Amount realized,	2,04,915	2,31,072	2,21,514	2,57,361	2,94,537

The following table exhibits the general distribution of the expenditure of the department, exclusive of the charges defrayed from subscriptions and fees in Aided schools.

Source of charge.	Amount.	Percentage on expenditure.
	Rs.	
Direction,	41,530	3.36
Inspection,	1,42,889	11.59
Government Colleges,		
General,	2,25,621	18.30
Professional,	1,52,529*	12.37
Oriental,	51,888	4.20
Normal Schools,	23,461	1.90
Schools (Government and Aided,)	4,28,329	34.74
Scholarships (English and Vernacular,)	86,553	7.02
Erection and repair of buildings,	44,094	3.57
Miscellaneous,	35,724†	2.90
Total,	Rs. 12,32,618	

University Examinations.

It is satisfactory to have again to record that in the higher branches of education, both general and professional, steady progress is indicated by the results of the University Examinations.

* Including Rupees 20,751 for the Law Department of the Presidency College.
† Including Rupees 14,296 on account of refunds.

ENTRANCE EXAMINATION.—For the Entrance Examination held in December, 1862, the names of 1,114 candidates were enrolled, a larger number than have appeared in any previous year. Of these 1,043 were from the Lower Provinces of Bengal, the remaining 71 being contributed by the North West Provinces, the Punjab and Ceylon.

Entrance Candidates.	
Lower Provinces, ...	1,043
North West Provinces, ...	43
Punjab, ...	19
Ceylon, ...	9
	1,114

Of the 1,043 candidates from Bengal 445 were successful, 132 being placed in the 1st Division and 313 in the 2nd Division as shewn in the following classified tables.

University Entrance Examination.

December 1862.	No. of Candidates.	Number passed.		
		1st Division.	2nd Division.	Total.
Hindus, ...	862	99	251	350
Mahomedans, ...	34	4	8	12
Christians, ...	43	12	22	34
Other Creeds, ...	104	17	32	49
Total, ...	1,043	132	313	445

University Entrance Examination.

December 1862.	No. of Candidates.	Number passed.		
		1st Division.	2nd Division.	Total.
Government Schools, ...	539	70	150	220
Aided Schools, ...	144	15	67	82
Independent Schools, ...	306	42	85	125
Private Students, ...	35	0	6	6
School Masters, ...	19	5	5	10
Total, ...	1,043	132	313	445

ELECTION OF JUNIOR SCHOLARS.—At the Annual award of Government Junior Scholarships which is determined by the results of the Entrance Examination, 160 students were elected Junior Scholars, of whom 5 were Christians, 4 Mahomedans, and 151 Hindus, including amongst the latter a considerable number of students who variously describe their religion as Deism, Theism, Pantheism, or Universalism, or who enter themselves as members of the Bhramo Somaj.

The distribution of these Scholarships is shewn in the following table, from which it appears that of the whole number awarded 55.6 per cent. were gained by Government Institutions, 24.4 per cent. by Institutions receiving Grants-in-aid, and 20 per cent. by Institutions entirely independent of Government.

Award of Junior Scholarships, January 1863.

By what Institutions gained.	Scholarships gained.			
	1st Grade, Rs. 18 per mensem.	2nd Grade, Rs. 14 per mensem.	3rd Grade, Rs. 10 per mensem.	Total.
Government Institutions, ...	8	27	54	89
Aided Institutions, ...	0	13	26	39
Independent Institutions, ...	2	10	20	32
	10	50	100	160

At the request of the successful candidates, who are allowed by the rules to select the Colleges in which they will pursue

their University Studies, 143 Scholarships were made tenable in Government Institutions, and 17 in Non-Government Institutions as shewn in the annexed table.

Award of Junior Scholarships, January 1863.

Where tenable.	Monthly fee payable.	Number of Scholarships.	
	Rs. As.		
Government Colleges.			
Presidency College,	5* 0	74	
Sanscrit College,	1 0	2	
Medical College,	5 0	10	
Civil Engineering College,	5 0	4	
Hooghly College,	4 0	18	
Kishnaghur College,	4 0	9	
Berhampore College,	4 0	5	
Dacca College,	3 8	18	
Patna College,	1 0	3	
			143
Non-Government Colleges.			
Doveton College,	12 0	5	
St. Paul's School,	10 0	1	
Free Church Institution,	0 0	10	
Serampore College,	0 0	1	
			17
			160

First Arts Examination.—For the First Examination in Arts there were 217 candidates of whom 210 were from Bengal, 5 from the North West Provinces, and 12 from Ceylon. Of the former 12 passed in the 1st Division and 81 in the 2nd Division. Further details are given in the following tables.

* The fee for Junior scholars is reduced to Rs. 5, for all other students it is Rs 10.

First Examination in Arts.

January 1863.	No. of Candidates.	No. passed.		Total.
		1st Division.	2nd Division.	
Hindus,	145	5	51	56
Mahomedans,	8	0	2	2
Christians,	16	2	13	15
Other Creeds,	41	5	15	20
	210	12	81	93

First Examination in Arts.

January 1868.	No. of Candidates.	No. passed.		Total.
		1st Division	2nd Division.	
Government Schools,	177	9	63	72
Aided Schools,	0	0	0	0
Independent Schools,	26	3	17	20
Private Students,	1	0	0	0
School Masters,	6	0	1	1
	210	12	81	93

The results of this Examination determined the award of the 24 Government Senior Scholarships which are annually available.

The details of the election in January last are exhibited in the following tables.

Award of Senior Scholarships, January 1863.

By what Institutions gained.	Scholarships gained.		
	1st Grade, Rs. 32 per mensem.	2nd Grade, Rs. 27 per mensem.	Total.
Government Institutions,	7	15	22
Aided Institutions,	0	0	0
Independent Institutions,	2	0	2
	9	15	24

Award of Senior Scholarships, January 1863.

Where made tenable.	Monthly fee payable.	Number of Scholarships.
	Rs. As.	
Presidency College,	10 0	18
Dacca College,	3 8	2
Medical College,	5 0	1
Doveton College,	12 0	1
Free Church Institution,	0 0	2
		24

B. A. Examination.—Thirty-five candidates entered for the B. A. Examination: 2 Christians, 1 Mahomedan, 29 Hindus and 3 of other creeds. Twenty-five passed successfully, of whom 7 were placed in the 1st and 18 in the 2nd division.

M A. Examination.—The degree of M. A. was this year conferred for the first time. Seven candidates, Bachelors of Arts of the Presidency College, presented themselves for exa-

mination, two taking up Mental and Moral Science, two History and three Mathematics.

All the candidates were Hindus. Six were declared successful and have been admitted Masters of Arts.

Law Examination.—At the Law Examination 34 candidates presented themselves. Of these 9 obtained the Degree of Licentiate in Law, 2 being placed in the 1st and 7 in the 2nd division; and 9 obtained the Degree of Bachelor of Law, the whole being placed in the 2nd division.

Medical Examinations.—Degree of L. M. S.—For the 1st or preliminary Examination for the Degree of L. M. and S. there were 35 candidates, of whom 4 passed in the 1st and 12 in the 2nd division. For the 2nd or final Examination, 19 candidates presented themselves and 14 passed, of whom 3 were placed in the 1st and 11 in the 2nd division.

Degree of M. D.—For the Degree of M. D. two candidates appeared and both were declared successful.

Examinations in Civil Engineering.—The new regulation of the University which requires candidates for the Degree of Licentiate in Civil Engineering to produce certificates of having passed the First Arts Examination has this year come into operation and the result has been that no eligible candidates have come forward for examination.

It is to be feared that some years will elapse before eligible candidates will again present themselves for the Professional Degree, as none of the students now in the College have qualified themselves by passing the prescribed test in Arts.

Colleges for General Education.—The number of undergraduate students attending the Government Colleges for General Education has increased within the year by 84, the number on the rolls on the 30th April last being 579 against 495 on 30th April, 1862.

The distribution of the students among the several Colleges is given below.

Colleges.	Monthly fee.	Number on the Rolls on the 30th April, 1861.	Number on the Rolls on the 30th April, 1862.	Number on the Rolls on the 30th April, 1863.
	Rs. As.			
Presidency College,	10 0	209	227	289
Hooghly College, .	4 0	79	66	65
Dacca College, ...	3 8	76	138	128
Kishnaghur College,	4 0	42	38	44
Berhampore College,	4 0	16	26	32
Patna College, ...	1 0	0	0	5
Sanscrit College, ...	1 0	0	0	16
Total,.....		422	495	579

The following table gives the classification of the undergraduate students in the Government Colleges, as on the 31st December 1862, according to the social position of their parents.

Classification of Undergraduate Students.

	Zemindars, Talookdars and persons of independent income.	Merchants, Bankers, Banians and Book-keepers.	Professional persons.	Government Servants and Pensioners.	Others.	Total.
Government Colleges,.....	170	48	107	150	76	551

Increase of instructive staff.

PRESIDENCY COLLEGE.—The staff of Professors in the Presidency College has been strengthened by the appointment of Mr. H. F. Blanford to the vacant chair which was formerly held by Dr. Liebig.

The special duty assigned to Mr. Blanford is to give instruction in those branches of the Natural and Physical Sciences which are included among the subjects of examination for the Degrees in Arts, in addition to which he is required to deliver an annual course of lectures on Geology.

The 1st and 2nd year classes have now become so large as to be hardly manageable, and it will soon be necessary either to limit the number of admissions or to appoint additional Assistant Professors and divide the classes into sections, in order to make adequate provision for the instruction of the students.

GRADUATE SCHOLARSHIPS.—Seven Bachelors of Arts of the Presidency College have been elected to foundation scholarships tenable for one year on condition that they prosecute their studies for the M. A. Degree.

The award is given below.

Name.	Value per mensem.	Designation.
	Rs.	
Troylokonath Mitter, ...	50	Rajah of Burdwan scholar.
Omurnath Bose, ...	50	Dwarkanath Tagore scholar.
Omurtolall Paul, ...	40	Bird scholar.
Obinashchunder Ghose, ...	40	Ryan scholar.
Nobinkishen Mookerjee, ...	30	Hindu College Foundation scholar.
Goorooprosad Sein, ...	30	Hindu College Foundation scholar.
Grishchunder Chowdry, .	30	Hindu College Foundation scholar.

DACCA COLLEGE.—The growing success of the English schools in East Bengal having led to a large accession of students in the Dacca College, it became necessary to strengthen the College establishment in order to provide adequate instruction

for under-graduates desiring to complete the University Course and to proceed to the Degree of Bachelor of Arts.

Two Professors were consequently added to the instructive staff at the commencement of the academical year in January last, and an Assistant Professor was at the same time appointed for Sanscrit and Bengali.

A Law Lectureship was also established with the view of providing systematic legal instruction for persons intending to devote themselves to the practise of the Law in the Mofussil Courts.

New College at Patna.—In the course of the year the English school at Patna was reorganized and placed on the footing of a Mofussil College, comprising a College department for under-graduates, and a Collegiate school. It was affiliated to the University in August 1862, and the College department was opened at the commencement of the academical year in January last, and placed in charge of a Professor. Five under-graduates have been admitted and constitute a first year class. The rapid growth of the Collegiate school is a satisfactory proof that the inhabitants of Patna are not backward to avail themselves of improved means of education. At the commencement of the year the number of students on the rolls was 135. At the expiration of 12 months it had reached 307.

A subscription list has been opened to provide funds for the erection of a suitable College building, and Rs. 21,000 was subscribed before the close of the year. It is expected that upwards of Rs. 50,000 will eventually be realized.

The principal contributors at present reported are—

Syud Walayut Ali Khan, ... Rs.	5,000
Syud Lutf Ali Khan, ...	5,000
The Maharaj Coomars of Durbhungah, ...	6,000
Maharaja Rajendra Kishore Singh Bahadoor, of Bettiah, and his brother, ...	4,000

CALCUTTA MUDRUSSAH.—Steps have been taken during the year for the improvement of the Mudrussah by extending the course of study in the Anglo-Persian Department in order to enable students who have passed the Entrance Examination to carry on their general English studies further, while pursuing an advanced course of Oriental studies in the class rooms of the Arabic professors.

The reform now initiated will doubtless pave the way to an entire reorganization of the Institution and the assimilation of its constitution to that of the Sanskrit College, so that it may be brought into complete harmony with the University system. Until this most desirable change has been effected, the Mudrussah cannot be admitted to the privileges of affiliation consistently with the University regulations now in force.

The following correspondence has passed on this important subject :—

FROM THE PRINCIPAL, CALCUTTA MUDRUSSAH,
To W. S. ATKINSON, Esq.,
Director of Public Instruction.
Dated Fort William, 29th January, 1863.

SIR,—In a late report on the condition of the Mudrussah I alluded to the difficulty of combining English with Oriental instruction in the College classes of the Mudrussah, or of the Presidency or any other of the Government English Colleges.

2.—The five students who have elected to continue their studies and hold their scholarships in the Mudrussah, have presented a petition to me, praying that some arrangement may be made that will enable them to prosecute their studies in English in conjunction with Arabic, up to the First Examination in Arts.

3.—These young men desire to complete their education in Arabic; but while they are doing so, they wish to retain what they know of English and to acquire such further knowledge of it as a language, as will suffice for all practical purposes, and their wish is apparently quite in accordance with the views of Government. On the accession of the Hon'ble Mr. Beadon to the Lieutenant-Governorship of Bengal, the Mahomedan gentlemen of this city presented him with an

address in which, I believe, they made some allusion to the subject, and I am given to understand that His Honor expressed his willingness to take it into consideration.

4.—In consequence of the oriental classics finding a place only among the optional studies of the University Course, it seems unnecessary that provision should be made for teaching Arabic in the Colleges for general education; and as the number of students fit to join a College class in English at the Mudrussah is very small, it could hardly be expected that Government would go to any very great expense for a College class in that Institution.

5.—I should propose, therefore, that an additional hundred rupees a month be allowed for a teacher for a higher class in English than the University Entrance or Senior School class.

6.—Mr. W. J. Twentyman, the present head master, has taught College Classes before now, and would seem to be quite competent to discharge the duty, which, as the students have already joined the Arabic class, he has already entered on, with the understanding of course that the arrangement is subject to the sanction and approval of higher authority.

7.—The hours appointed for study in no way interfere with Mr. Twentyman's duties in the school.

I have the honor to be, Sir,
Your most obedt. Servant,
W. N. Lees.

From the DIRECTOR of PUBLIC INSTRUCTION.
To the SECRETARY GOVERNMENT OF BENGAL,
Dated 15th March, 1863.

Sir,—In forwarding for the consideration and orders of His Honor the Lieut.-Governor, a copy of a letter (No. 507, dated 29th January) from Capt. Lees, the Principal of the Calcutta Mudrussah, I have the honour to submit the following remarks.

2.—In this letter Capt. Lees recommends that an additional allowance of Rs. 100 per mensem may be assigned to the head master of the Anglo-Persian Department in consideration of his undertaking to give extra time to the instruction of a small class of under-gra-

duate students, who have expressed a desire to join the Arabic department, but at the same time wish to continue the prosecution of their English studies up to the standard of the First Examination in Arts.

3.—I have given to this proposal very careful consideration, and have fully discussed it on more than one occasion with Capt. Lees, and the result has been that I am impressed with serious doubts as to the expediency of sanctioning it.

4.—The Arabic course provided for students in the Mudrussah includes the study not only of the Arabic language, but also of the sciences of the Mahomedans, and these subjects are of themselves so extensive and difficult as require for their proper mastery the full time and attention of the most industrious student; yet under the arrangement now suggested it is contemplated to add to that portion of the course which has hitherto by itself required two complete years of study, the whole of the English course laid down for the First Arts Examination, a course which embraces the same period of time, and like the Arabic course is alone abundantly sufficient to demand from the students undivided and exclusive application. By joining these two courses I think it may be safely assumed that neither will be prosecuted with success.

5.—But it is further matter for serious consideration whether it is really desirable that any direct encouragement should be given to under-graduate students to take up the Mudrussah course of Arabic as at present framed. No one can estimate more highly than I am disposed to do, the study of Arabic as a classical language, but the sciences of the Mahomedans, even including their law, which largely concerns itself with the numerous religious observances and social usages imposed by the creed of Islam, are certainly not of such intrinsic value as to entitle them to supersede or interfere with the wholesome and elevating studies which modern civilization has marked out as forming the proper curriculum of a liberal education. Mahomedan learning has unquestionably a certain value of its own, and so long as it continues to be prized by the Mahomedans of Bengal, I should not wish to deprive them of the facilities which now exist for the acquisition of it; but I cannot think it expedient on either educational or political grounds to stimulate the pursuit of it by increasing those facilities or by allowing it to be incorporated with another system of

acknowledged practical value with the proper working of which it must of necessity interfere.

6.—The scholarships which the students referred to by Capt. Lees have expressed a wish to hold in the Arabic College are Government junior scholarships gained by them at the recent Entrance Examination of the University, and under the rules in force are only tenable in a College affiliated to the University, and working in accordance with the University system. The Mudrussah, as His Honor is aware, is not so affiliated and its course of study in Arabic is not adapted in any way to University arrangements. It would therefore seem to me of doubtful propriety to grant the exceptional permission which these students have solicited, since to do so would be to divert the scholarships from the purpose for which they were founded—the encouragement of studies recognized in the University system—and to make them serve as an inducement to the prosecution of other studies which are in themselves of inferior value, and which now to a great degree have ceased to offer the practical advantages that once resulted from them.

7.—It must not be forgotten that under-graduate students prosecuting their studies in the Mudrussah will be unable to present themselves at the University Examinations, however well they may have qualified themselves for the University tests; and that therefore there will be no recognized proof of the extent of their attainments, and no possibility of their obtaining a systematic professional education, or professional degrees or licenses. The disabilities attaching to their position will consequently be very serious, and there will be no means of affording them relief unless the Mudrussah is connected with the University by the tie of affiliation, and this it cannot be under its present constitution consistently with the regulations of the University. Under these circumstances it would seem that to permit the scholarships to be held in the way suggested by Capt. Lees, would be to do the students a positive disservice as regards their prospects in after-life, even if the arrangement were otherwise desirable.

8.—The authorities of the University have now under consideration a proposal for giving much greater prominence to the classical languages of the East than has hitherto been secured to them in the University system, and in the event of the proposal being adopted by

the Senate, as I trust may be the case, it will at once become necessary to make fresh arrangements for the study of Arabic and Persian in connection with the University. This may be done either by erecting the Mudrussah into a College with its Arabic department so arranged as to allow of proper provision being made for the study of the Arabic portion of the University course; or by simply connecting the present Arabic school in a suitable manner with the Presidency College, so that under-graduates who elect to take up Arabic may obtain instruction in that language from one or more of the teachers of the Mudrussah, while they prosecute the rest of their studies in the general classes of the Presidency College. The latter arrangement I am inclined to regard as the one to be preferred. It possesses, I conceive, several important advantages, among which this one may be especially mentioned, that its tendency will be to remove a barrier of exclusiveness between the followers of different creeds which is already in some measure broken down, but which would be restored and strengthened if the former plan were adopted, since under it there would be a strong inducement to every Mahomedan student to complete his University education in an exclusively Mahomedan College.

9.—I believe, however, that whatever plan may be ultimately adopted for bringing the Mudrussah into harmony with the University system, the way to that end will be best prepared by gradually extending the Arabic element in the Anglo-Persian department with the view of eventually blending the present Arabic and Anglo-Persian departments into one, so as to place the Institution as far as possible on the same footing with the Sanscrit College, where all the students must now of necessity prosecute English studies at the same time that they are acquiring the Sanscrit language.

10.—Should His Honor concur in the opinions above expressed, the junior scholars of the Mudrussah will be at once directed to join the Presidency College, but an arrangement will be made to enable them, if they so desire, to carry on their Arabic studies with the assistance of one or more of the Moulvis of the Mudrussah to such an extent as may be found compatible with the proper prosecution of the course laid down by the University for the First Examination in Arts.

I have, &c.,

W. S. ATKINSON,

Director of Public Instruction.

FROM THE SECRETARY TO THE GOVERNMENT OF BENGAL, TO THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated Fort William, the 18th April, 1863.

Education.

SIR,—I am directed to acknowledge the receipt of your letter No. 948, dated the 15th ultimo, enclosing a proposal from Capt. Lees that the head master of the Anglo-Persian department of the Calcutta Mudrussah should be allowed to give instruction to a small class of under-graduate students who have joined the Arabic department and desire to prosecute English studies up to the standard of the First Examination in Arts.

2.—In reply the Lieut.-Governor desires me to say that he is decidedly of opinion that the students of the Arabic department of the Calcutta Mudrussah ought to have the means of acquiring a knowledge of English, at least up to the standard of the First Examination in Arts, simultaneously with Arabic. A knowledge of Arabic as taught in the Mudrussah, and of the subjects taught there through the medium of Arabic is now of little practical use to Mahomedan students, unless they combine with it a knowledge of English.

3.—His Honor attaches the utmost importance to the study of Arabic in Bengal, both on account of its intrinsic value as a classical language and of the literature by which it is enriched, and because of the estimation in which it is held by the Mahomedan subjects of Her Majesty. No Mahomedan is reckoned a scholar by his countrymen and fellow-religionists, unless he possesses a critical knowledge of the Arabic language and a tolerable acquaintance with its literature. A knowledge of English by no means makes up for the want of this essential requirement, and His Honor need not say of English as a language how imperfect a substitute it is, as a means of mental training, for Arabic or any other classical language.

4.—Now if Arabic continue to be entirely separated from English, so that every young man must practically choose one language and forego the other, there can be no doubt, since English, under the British Government, has become a practical necessity, that the study of Arabic will soon be entirely neglected in Bengal and the language forgotten. There may be some, the Lieut.-Governor believes, who desire to see this come to pass, but in His Honor's opinion it would

be a very grievous misfortune. So far from desiring that Arabic should be neglected, it is his earnest wish to see both it and Sanscrit taught in our Colleges as a regular part of the literature course, though on a more enlightened system than that in which Arabic is now taught in the Mudrussahs of Calcutta and Hooghly. It is with sincere pleasure therefore that His Honor hears that it is in the contemplation of the Syndicate of the Calcutta University to combine with English, Arabic or some other classical language, as an obligatory test in languages for the B. A. degree.

5.—It is indeed far better that Arabic should be taught to Mahomedans and other students even as it is now taught in the Mudrussah than that it should not be taught at all, and His Honor knows of no more certain means of introducing improvements in the present mode of teaching it, than by affording the Arabic classes the means of learning English simultaneously with their classical studies. In this view the Lieut.-Governor regards Capt. Lees' proposal as a step in the right direction, and as such he entirely approves of it. The Sanscrit College, His Honor observes, affords a striking example of what may be done in this way. There, instead of being taught in the antiquated fashion, more as a medium for the acquisition of questionable science than for its own sake, Sanscrit is now taught on rational principles as a classical language in combination with modern English, and it is not improbable that in a few years the students will be in a position to compete with those of the Presidency College in all subjects, with the additional advantage of possessing that which is both the key to a critical knowledge of the Vernacular derivatives of the classic Sanscrit, and also the most potent instrument for creating a sound popular literature in Bengal and for imparting moral and scientific instruction in an acceptable form to the people. His Honor sees no reason why the Mudrussah should not be made as useful in this respect as the Sanscrit College, and by the same means.

6.—It is true that the Mudrussah is not now affiliated to the University, and that consequently according to strict rule, scholarships gained at the Entrance Examination cannot be held there; but this is a defect which His Honor trusts may soon be entirely corrected, and which, so far as regards the rule requiring scholarships to be held

in an affiliated College, may be removed at once. The mere existence of such a rule affords to His Honor's mind no reason for neglecting an opportunity of improving the Mudrussah, so as to enable its students to compete for degrees and honors in the University, or for condemning the institution as useless and mischievous. If the students who have obtained scholarships in the Mudrussah wish to hold them in the Presidency College, prosecuting their general studies in the classes there, and obtaining instruction in Arabic elsewhere, they are of course at liberty to do so; but this arrangement cannot be regarded as a substitute for the regular course of Arabic study at the Mudrussah combined with instruction in English.

7.—The Lieut.-Governor attaches no weight to the objections that have from time to time been made to the Mudrussah as an exclusive school for Mahomedans, even if its present exclusive character be maintained, which is by no means necessary. The Government of India have definitively refused to countenance the abolition of an institution which was founded specially for the benefit of Mahomedans and towards which alone of all our Indian Colleges there exists a feeling of attachment, such as Englishmen have for the place of their education. But the improvement of the Mudrussah as a school of Arabic learning combined with modern language and science and its maintenance as an institution into which not only Mahomedans but youths of all other creeds may be admitted, will be acceptable to the Mahomedans themselves, and divest it of all exclusiveness, but that which arises from a peculiar bent of study and which tends only to promote a wholesome emulation.

8.—The Lieut.-Governor agrees with you in thinking it highly desirable that Arabic should be taught in the Anglo-Persian department of the Mudrussah, so that the pupils may rise to the higher classes prepared in all respects to pursue a more advanced course of study, and to this point Capt. Lees should be requested to give his attention.

9.—The proposal to give the present head master of the Anglo-Persian department an additional Rs. (100) one hundred a month, and make him also teacher of English in the Arabic department, will be submitted for the sanction of the Government of India, and I am to

request that you will forward the usual tabular statement for transmission to that Government.

I have the honor to be, Sir,
Your most obedt. Servant,
A. EDEN,
Secretary to the Government of Bengal.

FROM THE DIRECTOR OF PUBLIC INSTRUCTION.
TO CAPTAIN W. N. LEES, LL. D.,
Principal, Calcutta Madrussah.
Dated 28th April, 1863.

SIR,—I have now the honor to forward for your information and guidance a copy of the orders of Government on the proposals submitted in your No. 507, dated 29th January.

2.—Under these orders the junior scholarship rules will be relaxed so far as to permit the students referred to by you to retain their scholarships at the Mudrussah, although the institution is not affiliated to the University of Calcutta; but you will be so good as to explain to them fully that by remaining in the Mudrussah they will be precluded from presenting themselves at any of the University Examinations however well they may have qualified themselves for passing the prescribed tests, and that they will consequently be excluded from the higher grades of the legal profession as well as the profession of Civil Engineering. If when this has been explained to them they should express a wish to be transferred to the Presidency College, I shall be prepared to accede to a request to that effect; in which case arrangements may be made to enable them, if they so desire, to continue the grammatical study of Arabic under the direction of one or more of the Moulvis of the Mudrussah. Your attention is particularly directed to the 8th para. of Mr. Eden's letter which expresses His Honor's views regarding the expediency of teaching Arabic in the Anglo-Persian department of the institution. I am aware that to a certain extent the study of Arabic has already been introduced in some of the classes of this department, so that a first step has already been taken in the direction indicated. A further advance may probably now be made, and eventually the two depart-

ments should be united, Arabic assuming the same position in the studies of the Mudrussah that Sanscrit now does in the Sanscrit College.

I have, &c.,

W. S. ATKINSON,

Director of Public Instruction.

SCHOOL OF INDUSTRIAL ART.—Arrangements are in progress for the improvement and fuller development of the School of Industrial Art. Its condition and progress during the past year are described in the following extract from the report of Mr. H. F. Blanford, the Honorary Secretary of the Committee of Management.

2.—Before proceeding to detail to you the steps taken by the Committee with a view to the future extension of the scheme of the school, I will take a brief review of the condition of the various departments of the school during the past year, premising that my own connection with the school having commenced four months only before the close of the period specially treated of in this Report, I am necessarily dependant on my predecessor in the office of Secretary, Mr. Medlicott, and on the Head Master Mr. Garrick, for information respecting the earlier part of the year in question. For the same reason I shall give some statistics later than those of the period above specified.

3.—The average attendance of students during the year as will be seen by the appended statement has been less than that of the preceding year, but still in excess of that of 1860-61. The daily average for the year 1862-63 has been 20.5.

4.—The subjects at present taught in the school are

1. Ornamental and figure drawing.
2. Wood Engraving.
3. Lithography.
4. Painting in oils.
5. Modelling and Plaster castings.
6. Pottery.
7. Photography.

5.—Of these modelling and casting in plaster are, however, merely nominal, inasmuch as the majority of the students appear to have

prejudices to the handling of clay, &c., and the only work done in this department is in execution of orders, or with a view to sale, and by a paid workman. Similarly the pottery class is neglected by the majority of the students, although in this department, the school possesses an efficient teacher in Mr. Webb. A few students of the potter-caste attend, however, occasionally. The poverty of these men prevents their going through the regular course of instruction, but by assisting in the execution of orders, they attain to somewhat increased skill, and at the same time earn sufficient to support themselves. Their earnings are, however, less than those of the same class in the ordinary pursuit of their trade, and inasmuch as they make some sacrifice of immediate gain for the purpose of instruction, they may be considered as students.

6.—The class of free-hand drawing of figure and ornament is that in which all students are placed at their entrance into the school, and in which they ought to become proficient before being allowed to enter the special classes of wood engraving, lithography, &c. It is therefore the most numerous, comprising at the present time 18 students. It has been a subject of regret on the part of the Head Master, that the unavoidable tedium of this preliminary course has rendered it difficult to retain the students in it sufficiently long to enable them to be thoroughly grounded in drawing. The causes of this difficulty have been taken into consideration by the Committee, and as it appears to be mainly due to the desire (in many cases the necessity) of the students to attain to some practical application of their art whereby they may obtain remunerative employment, the Committee have recommended to Government, the establishment of a number of scholarships, which may enable the more promising students to undergo a thorough course of instruction undeterred by personal necessities.

7.—The wood-engraving class is very flourishing. Fourteen students attend with considerable regularity and the number of orders received is such as to afford ample employment to all the qualified students. The work as issued is generally very good, and if the results as they come from the printer's hands are not such as could be desired, this appears to be in a great measure due to the carelessness and ignorance of the printers.

8.—The lithographic class has on the contrary been languishing during the past year, probably owing to the superior attractions which the wood-engraving possesses for the advanced students in a paying point of view. Steps have, however, been taken to remedy this, by having the lithographic press which the school possesses, put in order, so that the boys may have some results from their labour. Already the class has improved and the proofs attached to this Report, of works executed solely by the students, give I think much promise for the future. I think that some of the students may shortly be in a position to turn their labour to profitable account.

9.—Three students are engaged in oil painting, and although these have made creditable progress, it has not appeared expedient to develop this class to any extent, as the school does not possess the means of affording other than the most elementary instruction in this most difficult branch of Art.

10.—Of the Photographic class, there is nothing special to report. Five students are now under instruction, but only a small part of their time is devoted to the practice of Photography, which can merely be considered as subsidiary to the main objects of the school.

ZILLAH AND OTHER ENGLISH SCHOOLS.—The general condition of the higher class of English schools, both Government and Aided, is best indicated by the results of the University Entrance Examinations. They are steadily gaining ground and their progress is rapidly forcing upon Government the necessity of adding largely to the strength of the colleges in order to meet the increasing demand for a high University education.

GRANTS-IN-AID.—On the 30th April, 1862, the number of Schools receiving regular monthly assignments of public money under the grant-in-aid rules was 319 and the amount distributed was Rs. 8,641 per mensem.

At the same date in the present year the number of Aided Schools had risen to 434, and the aggregate amount of the grants to Rs. 11,453-5-7 per mensem.

This statement shews an increase within the year of 115 schools at an additional charge upon the public revenues of Rs. 33,748-3 per annum.

The grants sanctioned and cancelled during the year are shewn in the following tables.

Grants to additional Schools.

Number of Schools.	Class of Schools.	Amount of Grants per mensem.
53	English and Anglo-Vernacular, ...	1,798 12
59	Vernacular, ...	737 0
16	Girls, ...	370 8
128		Rs. 2,906 4

Augmentation Grants.

Number of Schools.	Class of Schools.	Amount of Grants per mensem.
4	Anglo-Vernacular, ...	72 0 0
7	Vernacular, ...	68 13 7
1	Girls, ...	100 0 0
12		Rs. 240 13 7

The amount of the monthly grants sanctioned within the year is therefore Rs. 3,147-1-7.

Grants cancelled.

Number of Schools.	Class of Schools.	Amount of Grants per mensem.
4	Anglo-Vernacular, ...	189-12
9	Vernacular, ...	138-8
13		Rs. 328-4

Grants reduced.

Number of Schools.	Class of Schools.	Amount of Grants per mensem.
2	Vernacular, ...	Rs. 6-8

The amount of reductions in the monthly grants during the year is therefore Rs. 334-12.

Hence the net additional expenditure sanctioned during the year on account of Grants-in-aid is Rs. 2,812-5-7 per mensem or Rs. 33,748-3 per annum.

In addition to the sums assigned as monthly grants, twenty-two Schools have received casual grants for special purposes, amounting in the aggregate to Rs. 3,817-6.

Special grants sanctioned as donations.

Number of Schools.	Class of Schools.	Amount in money.
16	Anglo-Vernacular, ...	3,242-8
5	Vernacular, ...	525
1	Girls, ...	50
22		3,817-8

GRANTS OF BOOKS AND MAPS.—Seven schools have also received grants of Books and Maps from the stock of the late Government Book Agency, now in charge of the School Book Society, as shewn below.

Grants of Books and Maps sanctioned from the stock of the late Government Book Agency.

Number of Schools.	Class of Schools.	Value of books and maps.
5	Anglo-Vernacular, ...	230
2	Vernacular, ...	125
7		Rs. 355

Female Education.—The increase in the number of girls' schools within the year has been remarkable. On the 30th April, 1862, only fifteen such schools were in existence in connection with this department, and the number of scholars was reported at 530. At the same date in 1863 the number of schools had risen to 35 and the number of scholars to 1,183. Both schools and scholars had more than doubled within a period of twelve months. The increase is entirely the result of native effort and may be traced directly to the growing influence of the young men who have received the full advantages of a high University education in the different colleges throughout the country. It is a hopeful sign of real progress which it is well to note.

Bethune School.—The Bethune school, which was established in the year 1849 by the late Hon'ble Mr. Bethune, for the instruction of the female children of Hindus of respectable family, is reported to be in a prosperous condition. The number of girls on the rolls in December last was 93.

Judging from the steady increase in the number of admissions, the Committee think that the institution is rising in the estimation of those classes of the community for whose benefit it was originally established. The wealthier classes of native gentlemen do not indeed seem as yet to be availing themselves directly of the advantages offered by the school.

Very few admissions from this class have as yet been made; but the Committee state that they have good reason to believe that home education for females is being resorted to in many instances among the highest families in Calcutta, and this result they trace in great measure to the beneficial influence of the Bethune school.

The average cost of the school is Rupees 7,271 per annum.

Normal School for Native School Mistresses.—At the end of the year, sanction was obtained for the establishment of a Normal School at Dacca for training a small number of native women as school mistresses. It is expected that these women will readily find employment not only as mistresses in public girls' schools but also as private teachers in the zenanas of native gentlemen.

New Scheme of Vernacular Education.—Normal Schools have been established during the year at Burdwan, Kishnaghur and Jessore for the purpose of training masters for Elementary Village Schools under the scheme of Vernacular Education originally devised by Sir J. P. Grant.

This scheme has received several important modifications as fresh light has been gained from the working of the experimental measures adopted for bringing it into operation.

Its general object was the improvement of the indigenous Schools of the country by the offer of money rewards to the gurus.

The plan now pursued may be briefly described as follows:—

The villages where patshalas are already in existence are invited to send for a year's training in a Normal School, either their present guru or some other person whom they will undertake to receive as their future school master. Their nominee if accepted by the Inspector is sent to a Normal School with a stipend of Rs. 5 per mensem and a written agreement is entered into, on the one hand with the heads of the village that they will receive him back as their guru when he has completed his course of training and received a certificate of qua-

lification, and on the other hand with the nominee himself that he will return to the village which selected him and there enter upon and discharge the duty of village school master to the best of his ability on condition of being secured a monthly income of not less than Rs. 5 in the shape of stipend or reward, so long as he continues to deserve it.

Each of the three training schools at present established receives 75 stipendiary students. They have been opened but a few months, but no difficulty has been experienced in filling them. Each had its full complement at the end of the year.

The supervision of the entire scheme has been entrusted to Baboo Bhoo Deb Mookerjee as an Additional Inspector with three Deputy Inspectors as his subordinates.

Schools for the Santhals.—A scheme for the education of the Santhals through the agency of the Church Missionary Society has been brought into operation within the year. The Government has engaged to bear half the expense of every school established. The schools will be under the entire management of the Mission, but subject to the ordinary inspecting agency of this department. When this arrangement came into operation on 1st October, ten village schools were at work in the Damun-i-koh and its neighbourhood besides a small Training school for Masters maintained by the Rev. E. Puxley at Bhagulpore.

Boarding School for Hill Tribes in Chittagong.—On the recommendation of Mr. Buckland, Commissioner of Chittagong, a Boarding school has been opened at Chunderkona in the interior of Chittagong, as a means of introducing education amongst the people of the hills. Children of both sexes are admitted, but are taught in separate class rooms. The establishment has been sanctioned by Government for a period of two years, as an experimental measure, at a monthly cost of Rupees 123-8.

Educational qualifications for subordinate appointments in the public service.—The Education Department has called

attention to the general neglect shewn by local officers to the injunctions of Government regarding the educational qualifications of persons appointed to subordinate situations in the public service.

An extract from a communication from the Inspector of Schools for the Behar district is quoted as evidence of this neglect.

"Of 263 appointments above the value of Rs. 6 made in the province of Behar in the year 1861-62, 23 were conferred on persons who had been educated in a Government school, while 240 were conferred on persons who are described in the tabular return as "privately educated." This is in the proportion of one student of a Government school, *i. e. educated* to about 10 educated privately, *i. e. uneducated.* In Tirhoot and Patna, where the disproportion is most considerable, the numbers are respectively as 1 to 39 and 1 to 67!

From this last number 67, however, 12 East Indians and Europeans ought to be excluded, because in their case, a private education means something essentially different from that of natives "privately educated" in the Mofussil. It appears further that 17 out of the 23 appointments given to students of Government schools are English writerships, which could not, under any circumstances, have been given, as a very considerable number of appointments were given, to persons privately educated and ignorant of English. Thus, of a total number of appointments which were open to educated and uneducated persons at the option of the nominating officer, we have but 6 appointments for which educated persons were preferred—less than one to each zillah—against 228 appointments for which uneducated persons were preferred."

I have suggested the expediency of establishing a system of periodical examinations in every district for the purpose of forming authorized lists of candidates declared duly qualified for public appointments of different grades.

The proposal is still under consideration.

For further details I beg to refer to the usual Appendices, which will be found to contain a large amount of valuable and interesting information regarding the operations of the year.

W. S. ATKINSON,
Director of Public Instruction.

APPENDIX A.

EXTRACTS FROM REPORTS

OF THE

INSPECTORS OF SCHOOLS, AND PRINCIPALS OF COLLEGES

FROM

H. WOODROW, ESQ., M. A.

Inspector of Schools, Central Division.

TO

W. S. ATKINSON, ESQ., M. A.,

Director of Public Instruction.

Dated, Fort William, the 30th May, 1863.

* * * * *

The central division comprises the city of Calcutta and the zillahs of the 24-Pergunnahs, Hooghly and Nuddea. In territorial extent it is the smallest of the five educational divisions of the Lower Provinces, but in the number of schools and of pupils under instruction it predominates greatly. As Calcutta is the centre of commerce and of Government, educational operations naturally develope themselves more fully in the immediate neighbourhood of the metropolis than in other parts of the empire.

During the year ending 30th April, 1863, applications for aid to 59 institutions were submitted, of which three were refused, 41 granted either on the first representation or after revision, and 15 are still pending before Government. The 41 grants made during the year are as follows:—

Reports of Inspectors of Schools.

NEW ANGLO-VERNACULAR SCHOOLS.

Joynugur, June 1862, ...	Rs.	40	0	0
Boinchee, July 1862, ...		50	0	0
Joyrampore, September 1862, ...		25	0	0
Hamidpore, November 1862, ...		35	0	0
Shatkheera, January 1863, ...		70	0	0
Nultah, ditto, ...		40	0	0
Narainpore (Bostomghatta,) ditto, ...		35	0	0
Narainpore (Kaootay,) ditto, ...		12	0	0
Chackla, February 1863, ...		20	0	0
Debhatta, March 1863, ...		25	0	0
Paniarah, ditto, ...		25	0	0
Chandernagore, ditto, ...		25	0	0
Chowbariah, April 1863, ...		30	0	0

CHRISTIAN SCHOOLS.

St. Stephen's, March 1863, ...		80	0	0
Free Church Orphanage, May 1862, ...		75	0	0

NEW VERNACULAR SCHOOLS.

Natra, June 1862, ...		16	0	0
Duckinesshur, ditto, ...		12	0	0
Allachee, ditto, ...		7	0	0
Kuchooadanga, ditto, ...		10	0	0
Goatoli, ditto, ...		20	0	0
Malbariah, ditto, ...		10	0	0
Atakee, ditto, ...		12	0	0
Rareeparah, ditto, ...		10	0	0
Katdaha, July 1862, ...		12	0	0
Chingripotah, December 1862, ...		25	0	0
Khurdah, January 1863, ...		16	0	0
Debra, March 1863, ...		10	0	0
Rooderpore, ditto, ...		15	0	0
Ghootiabazar, April 1863, ...		15	0	0
Fureedpore, ditto, ...		11	0	0
Gobindo Surruck, ditto, ...		21	0	0
Ramnugur, ditto, ...		12	0	0

Central Division, Mr. Woodrow.

NEW FEMALE SCHOOLS.

Kassiadanga, June 1862, ...	Rs.	15	0 0
Rishra Female, July 1862, ...		12	0 0
Calcutta Zenana, September 1862, ...		58	0 0
Barripore Female, January 1863, ...		35	0 0
Chundsurruck, ditto, ...		12	8 0

INCREASED GRANTS.

Aheeritolah Bungobidyaloy, July, 1862, from Rs. 10 to 30-5-7
Hoyrah, March 1863, 13 to 27 Rupees.
Aheeritollah Vernacular School, April 1863, 10 to 25 Rs.
Calcutta Girls' School, 10th November, 1862, 200 to 300 Rs.

GRANTS REDUCED.

Gooptiparah from 45 to 30 Rs.

SCHOOLS ABOLISHED OR TEMPORARILY CLOSED.

Goga Vernacular, ...		13	8 0
Paureh Vernacular, (Joykissen Mookerjee's School,) ...		20	0 0
Gopalnugur Female, ...		27	0 0
Sookchur Vernacular School, ...		13	0 0
Guckna Vernacular, ...		10	0 0
Gochurn Vernacular, ...		17	0 0
Kassimpore Vernacular, ...		14	0 0
Shomospore, ...		12	8 0
Nebodhoi (attached Vernacular,)	These Schools receive no aid from Government.		
Bansbariah (ditto,) ...			
Bagati (ditto,)			
Kurreempore (ditto,) ...			

The number of schools with which I am officially connected is shewn in the following table. The colleges at Hooghly, Kishnaghur and Calcutta, together with their collegiate and branch schools, are subject only to the Director of Public Instruction, and I have no official connection with them.

Reports of Inspectors of Schools.

Description of Schools.	1861-62.		1862-63.	
	Schs.	Pupils.	Schs.	Pupils.
Government Zillah Schools,	5	637	4	635
Government Normal Vernacular Schools,	2	188	2	210
Government Vernacular Schools (Hardinge,)	5	421	5	510
Government Model Vernacular Schools (Halliday and Normal,)	10	982	10	1,140
Grant-in-aid Schools for Christian Children,	1	93	5	759
„ „ Native Girls' Schools,	8	202	15	678
„ „ Anglo-Vernacular Schools,	52	5,223	65	6,370
„ „ Attached Vernacular Schools,	23	896	23	971
„ „ Vernacular Schools,	68	3,612	79	4,439
„ „ Attached Anglo-Vernacular Schools,	0	0	1	388
Indigenous Schools under improvement, including circle schools, schools receiving rewards, and private schools under inspection,	116	4,899	113	4,783*
Total,	290	17,153	322	20,883
PRIVATE SCHOOLS UNDER GOVERNMENT INSPECTION.				
Anglo-Vernacular Schools,	0	0	16	1,031
Girls' Schools,	0	0	7	217
Total,	0	0	23	1,248
Grand Total,	290	17,153	345	22,131

The difference between the two years in the number of pupils and schools deserves to be carefully examined, not only in order to check the account, but to develope fully the manner in which the total increase of 4,978 pupils or of 29 per cent. on the total of last year has taken place.

Anglo-Vernacular Schools.

Owing to the Russapaglah Government English school being retained on the list last year, and omitted this year, the Government zillah schools are one less in number, but only two less in pupils.

* The returns of the numbers in indigenous Schools under improvement in Hooghly, Howrah, Nuddea and Santipore are approximate, as full returns have not yet been received.

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The reduction of 65 boys by the abolition of Russapaglah has been compensated by an increase of 49 at Howrah, 11 at Ooterparah, 1 at Barrackpore and 2 at Baraset. Barrackpore school being full, fresh admissions were stopped, otherwise its number would have greatly increased. Baraset school still suffers from the pestilence, which continues to rage in parts of Baraset and Hooghly.

The Anglo-Vernacular schools receiving aid from Government have increased by 13 in number, and by 1147 in pupils. The Free school, the Benevolent Institution, St. Thomas' school and St. Stephen's school, institutions for children of European and East Indian parentage, have this year for the first time been brought on the list under the head of schools for Christian children.

Vernacular Schools.

The Normal schools at Hooghly and Calcutta shew an increase of 11 each. The Calcutta model school has risen from 286 to 453 or by 167 during the year. This increase is owing to the introduction in 1861 of a little English into the vernacular course. The Hooghly model school has fallen from 146 to 125, in consequence of the Chandernagore English school having obtained a grant-in-aid and drawn off several of the pupils.

The five Hardinge vernacular schools now contain 510 boys and shew an increase of 89 due chiefly to an increase of 54 at Mozilpore and 26 at Ooterparah. Burra Jagoolia has suffered much from the pestilence, otherwise the advance would have been greater.

The Halliday model vernacular schools have remained almost stationary, having risen merely from 550 to 562. The five Hardinge schools contain within 52 boys as many pupils as the eight Halliday model schools, while their monthly cost to Government is Rs. 86-4 against Rs. 315-9-5. There is not much difference in the quality of the schools.

Reports of Inspectors of Schools.

The grant-in-aid vernacular schools exhibit an increase of 11 schools and 827 pupils. This is due to the establishment of 17 new schools, and to the closing or altering of seven old schools, and to the omission in last year's list of the Ramnugger school.

When a grant is given for an Anglo-vernacular school, and a vernacular school grows up under its wing without any increase of aid, the second school is called a "vernacular attached school:" similarly if the original school were vernacular, the second school might be called an Anglo-vernacular attached school.

The attached vernacular schools though the same in number have risen in pupils by 75. The circle schools have decreased by 2 schools and 109 pupils. Four circles containing nine schools were closed, three of them as the attendance was small, and one when it became developed into an aided school. Two circles containing three patshallas each, have been opened and two more circles also will soon follow. The circumstance of their not having been opened in April has caused the number under this head to appear smaller than is really the case.

The native girls' schools have risen as regards number in a most encouraging manner. The total number of females under instruction in 16 girls' schools and zenana associations assisted by Government, in boys' schools, and in six private schools in the Central Division is 999. This is exclusive of the Bethune school, with which I have no official connection. In the report for 1860-61, the corresponding number in the same district was 89. A more than tenfold increase in two years is a subject for surprise and congratulation.

Progress of Female Instruction.

The testimony to the rapid extension of female instruction in private families is so general that I am obliged to accept it as a gratifying fact, though from the nature of the case, I can give no evidence

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concerning its progress. The amount of instruction afforded through Government aid and in seven private schools is as follows:—

Grant-in-aid schools.

	No. of girls.	
Dr. Duff's Girls' school,	70	
Free Church Orphanage,	50	
Mozilpore in 24-Pergunnahs,	18	
Barripore „ Ditto	40	
Nyehatty „ Baraset,	19	
Nibadhoy „ Ditto	29	
Konnogore „ Howrah,	32	
Kishra „ Ditto	32	
Dwarhatta „ Hooghly,	24	
Kishnagur „ Nuddea,	41	
Nabadweep „ Ditto	42	
Kassiadanga „ Ditto	26	
Chanasuruk „ Ditto	20	
		443

Zenana associations.

Under the Normal school,	147	
Under Mrs. Murray,	88	
		235
Kameah Circle Female school,	16	16
Girls attending Boys' schools (aided and circle,)	88	88

Private Female schools.

Santipore in Nuddea,	60	
Baraset „	16	
Dukhin Baraset in 24-Pergunnahs,	18	
Ooterparah „ Howrah,	50	
Bali „	30	
Jhingra „	18	
Chackla „ Baraset,	25	
		217
Total,		999

Reports of Inspectors of Schools.

There were given in the year under report five grants to native female schools in the Central Division. These with the addition of ten schools which had obtained aid before, give fifteen schools in all, containing 678 girls, with an average daily attendance of 489. Each zenana association is counted as one school only, though numerous houses are visited; but the sum is still sadly small compared with the wants of the country. Again the progress in most of these schools is unsatisfactory. Month after month intelligent girls remain reading the first few pages of some elementary primer. The managers generally do not look for progress in the girls' school, though in the boys' school they would hand up for dismissal any master whose outturn of work was so wretchedly small. They seem to think that progress is not to be expected from girls, and though in theory they allow girls to be as intelligent as boys, yet in practice they are content to see their daughters going for months over a few pages, while their sons read through whole books in the same time. This fact indicates a lamentable want of faith in their theory. If more progress was expected, more progress would be forthcoming. If the old pundit, or the Governess, was called to sharp account when a page or two only was read by a class in a month I have no doubt that progress would soon become marked.

Classification List.

The classification of schools proceeds on the principles explained in former reports. The standard of the upper half of the Aided English Schools is the course for the University Entrance Examination, and that for Normal schools and Superior Vernacular schools is given in detail after the summary of the classification list.

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Classification of the Government and Aided Institutions in the Central Division.

Government and Aided Institutions.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassified.	Total.
Government Zillah Schools, ...	3	1	0	0	0	0	0	4
Government Normal Schools, ...	0	2	0	0	0	0	0	2
Government Vernacular Schools (Hardinge,)	0	4	0	1	0	0	0	5
Government Model Schools (Halliday and Normal,) ...	3	4	2	0	1	0	0	10
Aided Schools for Christian Children, ...	0	0	1	3	1	0	0	5
Native Female Schools, Aided, ...	0	3	0	3	4	2	3	15
Anglo-Vernacular Schools, Aided, ...	10	11	17	18	6	1	2	65
Attached Schools (Vernacular,)	1	1	1	8	6	1	5	23
Ditto Ditto (Anglo-Vernacular,)	1	0	0	0	0	0	0	1
Vernacular Schools, Aided, ...	3	15	18	25	10	4	4	79
Indigenous Schools under improvement & private Schools,	0	14	15	36	27	15	6	113
Total, ...	21	55	54	94	55	23	20	322
PRIVATE SCHOOLS UNDER GOVERNMENT INSPECTION.								
Anglo-Vernacular Schools, ...	0	1	1	6	7	0	1	16
Girls' Schools, ...	0	0	0	0	4	0	3	7
Total, ...	0	1	1	6	11	0	4	23

The comparison of the classification of the last two years is as follows.

	1861-62.	1862-63.
English Schools.		
Excellent, ...	11	14
Good, ...	15	12
Fair, ...	15	17
Moderate, ...	15	21
Indifferent, ...	1	7
Bad, ...	0	1
Unclassified, ...	0	2
Vernacular Schools.		
Excellent, ...	10	7
Good, ...	30	43
Fair, ...	45	37
Moderate, ...	69	73
Indifferent, ...	35	48
Bad, ...	14	22
Unclassified, ...	31	18
Total, ...	290	322

Reports of Inspectors of Schools.

COURSE FOR THE NORMAL SCHOOLS FOR 1862-63.

THIRD YEAR'S CLASS.

Sanscrit.—Raghubansa cantos first 5; Koomar-Sambhaba cantos first 5, Bhatti 3 cantos from Rijupatha, Part III.

Grammar.—Mugdhabodha to the end.

Composition.—Original essays in Bengali and translations from Sanscrit into Bengali.

Bengali.—Jeebana Chorita, Sahitoya Prostaba, Meghnadhabadha 2 parts.

History.—England by Bhoodeb Mookerjee, British India by Krishna Chunder Rai. The Government of England by Sharbadicari. Political Economy by Raj Krishna.

Geography.—Revision of past lessons in Political and Physical Geography. Use of the Globes by Gopal Chundra Banerjea.

Euclid.—First 4 Books, the 6th Book, and the 11th Book to the 21st Proposition with Deductions.

Algebra.—To Geometrical Progressions, Arithmetic the whole, Zemindari and Mahajani accounts, writing petitions, quittance of rent, &c. &c.

Mensuration.—Surveying by the chain and also by the compass.

Natural Philosophy.—Problems (easy) on the laws of motion, Mechanical Powers. Centre of Gravity. Specific Gravity.

Natural Science.—Human Physiology by Raj Krishna.

Art of Teaching.—Lecture and Practice in the Model School.

SECOND YEAR'S CLASS.

Sanscrit.—Rijupatha, Parts II. and III. (excepting Bhatti).

Grammar.—Mugdhabodha to the end of the Kti.

Bengali.—Kadambari, Dharmaniti, Bacon's Essays. Kusumabali, Part II.

Composition.—Original Essays in Bengali, and translations from Sanscrit into Bengali.

History.—Tarini Churn's India, Purabritta Sar by Bhoodeb Mookerjea.

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Geography.—Revision of Political Geography and Physical Geography.

Mathematics.—Arithmetic, the whole. Zemindari and Mahajani accounts. Algebra to the end of Fractions. Euclid, First 4 Books. Practical Surveying.

Natural Philosophy.—Prakritic Bigyan, Parts I. and II.

Natural History.—Zoology by Grish Chandra.

Art of Teaching.—Sikhya Bidhyak by Bhoodeb Mookerjea.

FIRST YEAR'S CLASS.

Sanscrit.—Rijupatha, Part I.

Grammar.—Mugdhabodha to the end of Subdha.

Composition.—Original Essays, paraphrases from Sanscrit into Bengali.

Bengali.—Charupatha, Part III. Raghubansa Aitihasic Upanyasa by Bhoodeb, Telemachus, Ramabati by Ramgutty, Hitu Provakur, first 88 pages.

History.—Bengal, 2 Parts.

Geography.—Tarini Churn's Physical Geography.

Mathematics.—Arithmetic, Zemindari and Mahajani accounts. Euclid, I. and II. Books.

Natural Philosophy.—Prakritic Bigyan the whole, Bostoo Bichar.

Art of Teaching.—Sikhya Bidhyak.

VERNACULAR SCHOOL COURSE FOR 1862-63.

HIGHEST CLASS.

Literature.—Nitibodh, Charupath, Part II. Podyapath.

Composition.—Nabaprabandasar.

Bengali Grammar.—Loharam's Grammar.

History.—History of Bengal, Parts I. and II. Krishna Chandra's India, Life of Ruhjit Singh.

Geography.—Tarini Churn's Geography, Map-drawing.

Natural Philosophy.—Prakritabigyan, Part I. Lessons on Objects.

Mathematics.—Arithmetic whole. Zamindari and Mahajani accounts Geometry, Book I.

Reports of Inspectors of Schools.

Rejected candidates at the "Entrance."

More weight is occasionally given to the number of failures among the candidates from schools than to the number that pass and mention is made of the number of "rejected" candidates as though it was an unfavorable circumstance to a school. I am of opinion that this mode of estimation is erroneous. In numerous schools the Secretary more than the head master determines the number of candidates, and the Secretary frequently is an ignorant man guided more by the wishes of the boys and their parents, than by the opinion of the head master. Even in Government schools, a head master may yield to the wishes of his pupils, and allow them to deposit the entrance fee without any sanguine expectation that they will pass. It is therefore unfair to assume that a school is badly taught because a large number of candidates fail in passing the Examination. The failures shew that for some reason not stated, several head masters cannot select the candidates for examination with the same stringency as other head masters do. Each school should be judged by the number of its successful candidates and the proportion of this number to the number on the roll. The question of failure should not be allowed to enter into consideration. In Cambridge, if the colleges were estimated according to the number of failures at the examinations, it is probable that Trinity College would appear as the last of all and the worst of all, instead of being, as it is, the best of all.

I here mention with reluctance a fact that has excited much comment, that the results of the Entrance Examination sometimes differ from the expectations of the masters. Boys low at school stand high on the list, and those high at school low on the list. It is argued that the questions get adrift even more than is known to be the case, or that the examiners have too many papers to look over and too little time to value the

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answers, so that the award is not always steady. Then again some years are remarkable for passing numerous candidates, other years for wholesale rejection. Different examiners have different ideas concerning the fundamental point of the character of the Examination. One year an examiner votes the questions previously set too easy: another year his successor votes them too difficult. These accidents have not yet been reduced to any law, and consequently as there are always several candidates of whose success a master is doubtful, one will allow them to try and another will, if he has the power, exclude them. I consequently think that, as noticed above, the proportion of successful candidates to the number on the roll is the best test of the efficiency of the instruction given in a school. Of course the higher the candidates stand, the more credit the school ought to gain.

Review of the Entrance Examination.—In the Entrance Examination of December last 123 institutions sent up 1114 candidates, but 18 of these institutions failed to pass a single student, and 477 or a little less than half the number of candidates passed the Examination. If from these 477 students we deduct 7 from Ceylon, 11 School Masters and 6 private students, we have 453 students passed from Schools and Colleges in the Bengal Presidency. It may be interesting to consider this band of successful students and to know their race, their country and their place of education. Assuming their race from their names we find approximately 430 Hindus, 13 Mussulmans, and 54 Christians. Assuming their country from their place of Examination, we find 307 from Calcutta and the three adjacent Zillahs or counties, 122 from the rest of the Lower Provinces of Bengal, and 24 from the vast regions contained under the Governments of the Punjab, of the North Western Provinces and of the Central Provinces.

Reports of Inspectors of Schools.

Looking at their place of education we find 241 from Government Schools, 52 from Missionary Schools, 137 from Native Schools under native management, and 23 from schools for Europeans and East Indians.

This brief view of the results promises topics well worthy of a fuller consideration than I can be permitted to give them. The Hindus still remain vastly ahead of other races. Near the Presidency they have moved with the progress of the times. The Mussulman still remains unwilling to teach his children English. The Europeans and East Indians are drawn from a very limited community, but the meagreness of their number at the Examination, proves that the middle and lower ranks of the Christian community of this country are not yet alive to the fact that power is passing from them into the hands of well educated Hindus, and that the change is due to their neglect of education. While speaking of race, I may mention the remarkable fact, that numerous Hindus feel now so ashamed of the religion of their country as to adopt in large numbers varying forms of Brahmoism, Vedantism, Theism, Pantheism, &c. One student by race a Hindu entered himself as a Universalist. Out of the 1114 candidates of this year, 104 young Hindus repudiated their ancestral creed, and entered themselves under one or other of the above phases of faith. This surely is one of the signs of the times.

Looking at the districts from which the majority of the students are drawn, we find 143 or 31 per cent. from Calcutta, and 164 or 36 per cent. from the three neighbouring Zillahs or counties. Thus the educational division in which I have the honour to serve, though the smallest of all in geographical extent, has sent to the Examination 67 per cent. or two-thirds of the successful students. The success of the Central Division is more marked, if quality instead of quantity be the test. Of the 139 students who passed in the first division 2 were from

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Ceylon and 5 were School Masters; and of the remaining 132, 60 came from Calcutta and 47 from the three neighbouring Zillahs. Thus 107 students or 81 per cent. of the first class students were from Calcutta and its vicinity. The rest of Bengal furnished 20 students or 15 per cent. leaving only 5 students or less than 4 per cent. of the first class for the whole of the North West, the Punjab and the Central Provinces. The Government Colleges for general education in the Lower Provinces now receive only such students as have passed the Entrance. Hence since every student in them has passed this test, the formerly familiar names of the Presidency College, and of the Colleges at Hooghly, Dacca, Kishnaghur and Berhampore have disappeared from the Entrance lists. As to the Schools from which the students are drawn, Government Schools still send up more than half the successful candidates, whether success be measured by quantity or quality. But the most remarkable feature on the list is, the extraordinary manner in which native schools under purely native management are rising in importance and efficiency. These institutions do not appear in the North West, but near Calcutta we find eleven unaided native institutions which among them have passed 10 in the first, and 17 in the second division or 27 in all. No more convincing proof could be given that English education is beginning to be self-supporting in the metropolis and its neighbourhood.

The grant-in-aid Schools are also rapidly improving. No aid is given to English Schools in Calcutta, but in the three neighbouring Zillahs twenty-two out of sixty-five aided Schools under purely native management have passed 15 students in the first division and 54 in the second division. These 69 students are a proof that the grant-in-aid system has here fallen on a grateful soil.

Reports of Inspectors of Schools.

In and near the Metropolis eleven missionary institutions of which three are aided and eight unaided, send up students to the Entrance. The two Scotch Missionary institutions of Calcutta passed 11 in the first division, and 11 in the second, or 22 in all. The other nine Missionary institutions passed 5 in the first division and 20 in the second or 25 in all. Thus forty-seven out of the fifty-two Missionary School students who passed from the whole of India belong to Calcutta and its neighbourhood. The three Missionary institutions of the North West Provinces and the Punjab passed 2 students both of whom were placed in the second division. It is a remarkable fact that some intelligent and well informed men are perpetually holding up the educational operations, and the grant-in-aid system, in the North West and the Punjab as models to us in Calcutta. It is evident that they repudiate the University Examinations as any standard of comparison.

The most successful School by far in the list is the Colootollah Government School, and I cordially congratulate my friend, Baboo Peary Churn Sircar the Head Master on the honor attending his indefatigable and skilful labour. He passed 18 in the first class and 17 in the second, the greatest number that has ever yet been sent from one School.

Second on the list stands the Hooghly Collegiate School, and it is a pleasure to see this nobly endowed School returning to its old place among the educational institutions of Bengal. It passed 13 in the first division and 11 in the second. The third on the list is the Free Church Institution of Calcutta which passed 9 in the first class and 8 in the second. Then come the Doveton College fourth, and the Hindu Government School fifth. If we consider one student in the first class as honorable to his School as two in the second, the order of the other successful Schools will run as follows,

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6th.	Calcutta Training School,	
7th.	Ooterparah School,	
8th.	The Dacca Collegiate School,	equal.
,,	Pogose aided School,	
10th.	The Berhampore Collegiate School,	equal.
,,	The Calcutta Training Academy,	
,,	Howrah School,	
13th.	The Sanscrit College,	equal.
,,	Chinsurah Free Church Institution,	
15th.	Hooghly Branch School,	equal.
,,	Benares College,	
17th.	Konnuggur Aided School. &c. &c.	

These seventeen Schools at the top of the list are classified as follows.

10 Government. 2 Missionary.
1 Independent European. 2 Aided.
2 Independent Native Schools.

This result is remarkable and to many unexpected.

The 22 aided Schools mentioned above as sending 69 successful students to the Entrance Examination are the best of the 65 aided Schools in my division. The grant-in-aid and the cost of education of every boy in these schools is given in the classification list, but if we select these 22 schools only, we find that their grants vary from 100 Rs. to 35 Rs. and average Rs. 51 a month. The income from fees varies from Rs. 305 to Rs. 19, and averages Rs. 90 a month. The cost to Government for the instruction of the 3834 boys in them varies from 14¼ annas to 1¾ annas, and averages 7½ annas a month. From this we draw the conclusion that the aided English Schools under native management in this division which train their students up to the Entrance standard cost Government for each student in them 11 pence a month, or 11 shillings a year. In Great Britain the highest allowance from the State for each pupil in aided Schools is now 15 shillings a year.

Reports of Inspectors of Schools.

Analysis of the results of the Entrance Examination.

Central Division.	Schools.	Passed in 1862.		
		1st Division.	2nd Division.	Total.
Calcutta.				
Government Schools, ...	6	30	34	64
Aided Schools, ...	0	0	0	0
Independent Schools, Missionary, ...	2	11	11	22
Independent Schools, Native, ...	7	9	25	34
Independent Schools, European, ...	4	10	13	23
Total, ...	19	60	83	143
Zillahs Hooghly, Nuddea and 24-Pergunnahs.				
Government Schools, ...	7	27	39	66
Aided Schools, ... Missionary, ...	3	0	4	4
Aided Schools, ... Native, ...	25	15	54	69
Independent Schools, Missionary, ...	6	5	16	21
Independent Schools, Native, ...	4	0	4	4
Total, ...	45	47	117	164
Total in Central Division, ..	64	107	200	307
The rest of the Lower Provinces.				
Government Schools, ...	28	13	76	89
Aided Schools, ... Missionary, ...	3	0	3	3
Aided Schools, ... Native, ...	9	2	10	12
Aided Schools, ... The Pogose School, ...	1	4	6	10
Independent Schools, Native, ...	3	1	7	8
Total, ...	44	20	102	122
The Punjab, North-Western Provinces, and the Central Provinces.				
Government Institutions, ...	8	5	17	22
Missionary Institutions, ...	3	0	2	2
Ceylon, ...	2	2	5	7
Total, ...	13	7	24	31
Schoolmasters, ...		5	6	11
Private students, ...		0	6	6
Grand Total, ...	121	139	338	477

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The returns from which the statistics of this Report are compiled come from 193 different offices or Schools, and on 26 only of them have I the power to enforce punctuality. Compulsion cannot be exercised towards the 150 native gentlemen who act as Secretaries to the aided Schools. I do indeed refuse to sign bills till overdue returns are received, but this mode of constraint is not very powerful. The very essence of the grant-in-aid system is voluntary co-operation, and I should ill fulfil the published views of Government if I acted in a peremptory and offensive manner towards the gentlemen by whose cooperation the grant-in-aid system is steadily expanding. The native character is notorious for want of punctuality, and many Secretaries are no exception to the national type. Every one of them knows that the returns are due in the first week of May, and to secure this I sent letters of reminder to them in the beginning of April, but on the 21st of May nearly a quarter of them were outstanding, and I was obliged to send in my Report only three hours after the last returns were received and the totals drawn out. It ought to be represented to the Government of Bengal that the Educational Department, unlike the Revenue or Police authorities, is armed with no power. It cannot enforce obedience on aided school managers. By recommending the cancelment of a grant, it punishes a number of innocent children instead of the unpunctual Secretary. This is an indirect manner of enforcing attention that is resorted to only on the most serious emergencies. Then again the month of May is very hot, holidays are frequently given in May, the Masters and Managers are absent, and letters remain unanswered. For these reasons I plead that a longer interval be given to collect the statistics, and I beg that the Returns be brought down to the 31st March instead of the 30th April. As it is, the Inspector has to send in his Report the very day he closes his statistics, and has therefore no time to consider and digest them.

Reports of Inspectors of Schools.

The work done by the Deputy Inspectors is exhibited in the following Table.

District.	Schools under inspection.	Number of Schools visited.		Number of miles travelled.		Books sold.	Price of books.
Calcutta, B. M. Mullick,	6	12		0		0	0
M. N. Roy,*	53	142	166	905	986	0	0
J. C. Banerjee,	0	12		81		0	0
24-Pergunnahs,	67	†400		2576¾		1819	272-9-0
Baraset,	48	203		1231½		764	124-3-9
Howrah,	40	174		1400½		0	0
Hooghly,‡	45	174		1602		0	0
Santipore,	28	170		1221½		0	0
Nuddea,§	42	186		1650½		0	0
Total,	323	1473		10669		0	0
Average,	46	210		1524		0	0

I beg to commend to your notice Baboo Jagat Chunder Banerjee, the Deputy Inspector of the 24-Pergunnahs, who for the past eight years has distinguished himself for unwearied activity and industry. The vigour he infuses into his work, the liveliness of his mode of examining a class, the number of schools visited and of miles travelled by him prove him to be a highly deserving officer. I sincerely trust that some promotion may be quickly found for him. Owing to sickness three out of the other six Deputy Inspectors in my division have been unable during the latter portion of the official year to discharge

* This officer was on sick leave from the 16th March to the end of the year.

† Seven of these schools were visited more than once in course of a month and are counted but once.

‡ Baboo Pran Lall Mitter the Deputy Inspector of Hooghly was on privilege leave in February and on sick leave in March and April.

§ Baboo Rhadica Prosunnoo Mookerjee was unwell from January to the end of the official year.

their duties fully, and much inconvenience has been experienced in consequence.

I have the honor to be, Sir,
Your obedient Servant,
H. WOODROW, M. A.,
Late Fellow of Caius College, Cambridge.

Classification of Schools in the Central Division.

Name of School.	Class.	Number of boys on the Roll.	Actual cost to Government monthly.	Cost of each pupil to Government monthly.
GOVERNMENT ZILLAH SCHOOLS.			Rs. A. P.	Rs. A. P.
Barrackpore, ..	Excellent,	130	0 0 0	0 0 0
Howrah, ..	Excellent,	245	100 4 5	0 6 7
Ooterparah, ..	Excellent,	173	64 5 3	0 5 11
Baraset, ..	Good, ..	87	231 0 5	2 10 6
	Total, ..	635	395 10 1	0 9 11
GOVERNMENT NORMAL SCHOOLS.				
Calcutta Normal School, ..	Good, ..	83	597 2 8	7 3 1
Hooghly Normal School, ..	Good, ..	127	770 12 8	6 1 1
	Total, ..	210	1367 15 4	6 8 3
Calcutta Model School, ..	Excellent,	453	121 3 1	0 4 3
Hooghly Model School, ..	Excellent,	125	0 0 0	0 0 0
	Total, ..	578	121 3 1	0 3 4

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.	Cost to Government of each boy monthly.
GOVERNMENT VERNACULAR SCHOOLS. LORD HARDINGE'S SCHOOLS.				
In the 24-Pergunnahs.			Rs. A. P.	Rs. A. P.
Dukhin Baraset,	Good, ..	61	19 9 5	0 5 2
Muzzilpore,	Good, ..	182	20 1 10	0 1 9
	Total, ..	243	39 11 3	0 2 7
In Baraset.				
Chota Jagoolia,	Good, ..	94	17 14 8	0 3 1
Bora Jagoolia,	Moderate,	41	20 1 6	0 7 10
	Total, ..	135	38 0 2	0 4 6
In Howrah.				
Outerparah,	Good, ..	132	8 9 1	0 1 0
MODEL SCHOOLS.				
In Baraset.				
Halishohur,	Fair, ..	41	19 6 2	0 7 7
In Howrah.				
Sheakhallah,	Good, ..	88	44 3 9	0 8 0
Harope,	Indifferent	43	18 12 0	0 6 11
	Total, ..	131	62 15 9	0 7 8
In Santipore.				
Khantooria,	Good, ..	74	47 5 6	0 10 3
Hurrypore,	Fair, ..	71	49 8 0	0 11 2
	Total, ..	145	96 12 6	0 10 8
In Nuddea.				
Moheshpore,	Good, ..	77	46 15 4	0 9 9
Bhajunghat,	Excellent,	92	41 5 8	0 7 2
Debogram,	Good, ..	76	48 2 0	0 10 2
	Total, ..	245	136 7 0	0 8 11

Central Division, Mr. Woodrow.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each pupil monthly.		
			Rs.	A.	P.	Rs.	A.	P.
GRANT-IN-AID SCHOOLS. SCHOOLS FOR CHRISTIAN CHILDREN.								
The Free School, ..	Moderate,	322	223	9	6*	0	11	1
The Benevolent Institution, ..	Indifferent,	239	209	0	0	0	13	11
St. Stephen's School, ..	Moderate,	54	80	0	0	1	7	8
St. Thomas' School, Howrah, ..	Moderate,	58	130	0	0	2	3	2
Calcutta Girls' School, ..	Fair,	86	300	0	0	3	7	9
	Total, ..	759	942	9	6	8	11	7
GRANT-IN-AID ANGLO-VERNACULAR SCHOOLS.								
Cossipore, ..	Excellent,	262	90	0	0	0	5	6
Paikparah, ..	Excellent,	225	63	0	0	0	4	6
Syedpore, ..	Excellent,	202	50	0	0	0	4	0
Boroo, ..	Excellent,	101	50	0	0	0	7	11
Garden Reach, ..	Good, ..	183	80	0	0	0	6	11
Alipore, ..	Good, ..	140	80	0	0	0	9	2
Barripore, ..	Good, ..	120	45	0	0	0	6	0
Rajpore, ..	Fair, ..	79	40	0	0	0	8	1
Joynuggur, ..	Fair, ..	114	40	0	0	0	5	7
Bishtopore, ..	Fair, ..	74	30	0	0	0	6	6
Khristonuggur, ..	Fair, ..	70	45	0	0	0	10	3
Sookchar, ..	Moderate,	103	25	0	0	0	3	11
Sorissa, ..	Moderate,	85	30	0	0	0	5	8
Kadihatty, ..	Moderate,	36	32	0	0	0	13	6
Narainpore (Bostomghatta,) ..	Moderate,	69	35	0	0	0	8	1
	Total, ..	1863	735	0	0	0	6	3
In Baraset.								
Halishushur, ..	Good, ..	131	50	0	0	0	6	1
Takee, ..	Good, ..	89	50	0	0	0	8	11
Ishapore, ..	Fair, ..	73	30	0	0	0	6	7
Nibodhoy, ..	Fair, ..	99	24	0	0	0	3	10
Satkhera, ..	Fair, ..	200	70	0	0	0	5	7
Nulkoorah, ..	Moderate,	62	28	0	0	0	7	3
Shalipore, ..	Moderate,	38	16	0	0	0	6	9
Carried over, ..		692	268	0	0			

* Boarding expenses excluded.

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each boy monthly.		
			Rs.	A.	P.	Rs.	A.	P.
Brought over, ..		692	268	0	0			
Chaklah, ..	Moderate,	52	20	0	0	0	6	2
Deyhatta, ..	Indifferent,	59	25	0	0	0	6	9
Narainpore (Kentia,) ..	Indifferent,	30	12	0	0	0	6	5
Nultah, ..	Indifferent,	32	40	0	0	1	4	0
	Total, ..	865	365	0	0	0	6	9
In Howrah.								
Konnuggur, ..	Excellent,	230	30	0	0	0	2	1
Jonye, ..	Excellent,	285	100	0	0	0	5	8
Sulkea, ..	Excellent,	206	50	0	0	0	5	11
Jugutbullubpore, ..	Good, ..	206	50	0	0	0	5	11
Bolootee, ..	Good, ..	114	50	0	0	0	7	0
Amtah, ..	Fair, ..	143	40	0	0	0	4	5
Andool, ..	Moderate,	101	50	0	0	0	7	11
	Total, .	1285	370	0	0	0	4	7
Paniarah, ..	Unclassified							
In Hooghly.								
Bansbaria, ..	Excellent,	136	150	0	0	1	1	7
Hsoba Mondlye, ..	Excellent,	110	70	0	0	0	10	2
Bora, ..	Good, ..	53	50	0	0	0	15	1
Jajoor, ..	Fair, ..	89	50	0	0	0	8	11
Bhastarah, ..	Fair, ..	111	60	0	0	0	8	7
Chundernagore, ..	Fair, ..	189	25	0	0	0	2	1
Dwarbasini, ..	Fair, ..	72	50	0	0	0	11	1
Sharapooly, ..	Moderate,	73	50	0	0	0	11	11
Taliniparah, ..	Moderate,	119	50	0	0	0	8	1
Dushghorah, ..	Moderate,	96	32	0	0	0	5	4
Bonchee, ..	Moderate,	98	50	0	0	0	8	2
Oomerpore, ..	Indifferent,	38	56	8	0	1	7	9
Pandooa, ..	Bad ..	32	40	0	0	1	4	0*
	Total, ..	1216	743	8	0	0	9	9

* Return for January.

Central Division, Mr. Woodrow!

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each pupil monthly.		
In Santipore.			Rs.	A.	P.	Rs.	A.	P.
Santipore, ..	Excellent,	206	50	0	0	0	3	11
Bullaghur, ..	Good, ..	71	50	0	0	0	11	3
Goberdangah, ..	Good, ..	78	55	0	0	0	11	3
Ranaghat, ..	Good, ..	125	40	0	0	0	5	1
Gooptiparah, ..	Fair, ..	43	45	0	0	1	0	9
Khamargachee, ..	Moderate,	34	50	0	0	1	7	6
Hamidpore, ..	Moderate,	66	35	0	0	0	8	6
Katchrapparah, ..	Moderate,	71	50	0	0	0	11	3
Bakoolia, ..	Moderate,	43	25	0	0	0	9	4
Chowbariah, ..	Indifferent,	40	30	0	0	0	12	0
Bagatty,* .	Unclassified							
	Total, ..	777	430	0	0	0	8	10
In Nuddea.								
Nabodwipa, ..	Fair, ..	88	35	0	0	0	4	8
Meherpore, ..	Fair, ..	90	50	0	0	0	8	11
Mamjooan, ..	Fair, ..	50	60	0	0	1	3	2
Gossie Doorgapore, ..	Fair, ..	51	37	0	0	0	8	8
Bamunpore, ..	Moderate,	28	25	0	0	0	9	6
Joyrampore, ..	Moderate,	24	25	0	0	0	10	6
Kureempore, ..	Indifferent,	33	75	0	0	2	4	4
ATTACHED ANGLO-VERNACULAR SCHOOLS.	Total, ..	364	307	0	0	0	11	1
In Nuddea.								
Kishnaghur, ..	Excellent,	388	0	0	0	0	0	0
GRANT-IN-AID VERNACULAR SCHOOLS.								
In the 24-Pergunnahs.								
Aheritollah Bungobidyaloya, ..	Good, ..	134	30	5	7	0	3	7
Aheritollah, ..	Good, ..	137	25	0	0	0	2	11
Shambazar, ..	Good, ..	131	16	0	0	0	1	11
Kalighat, ..	Good, ..	93	17	0	0	0	2	11
Bursea, ..	Good, ..	97	20	0	0	0	3	4
Changripottah, ..	Good, ..	72	25	0	0	0	5	6
Carried over,		664	133	5	7			

* Temporarily closed.

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each pupil monthly.		
			Rs.	A.	P.	Rs.	A.	P.
Brought over, ..		664	133	5	7			
Thakoorpookur, ..	Fair, ..	125	18	0	0	0	2	4
Sarengabad, ..	Fair, ..	55	20	0	0	0	5	10
Dukeenessur, ..	Fair, ..	49	12	0	0	0	3	11
Moydah, ..	Fair, ..	40	10	0	0	0	4	0
Boral, ..	Fair, ..	47	12	0	0	0	4	1
Karanjoli, ..	Fair, ..	38	15	0	0	0	6	4
Kansariparah, ..	Fair, ..	69	10	0	0	0	2	4
Khurdah, ..	Moderate,	60	16	0	0	0	4	3
Rajahaut, ..	Moderate,	95	16	0	0	0	2	8
Allachee, ..	Moderate,	47	7	0	0	0	2	4
Ramnugger, ..	Moderate,	90	15	0	0	0	2	8
Barripore, ..	Moderate,	63	13	8	0	0	3	5
Bonmograh, ..	Moderate,	48	7	0	0	0	2	4
Makhaltollah, ..	Moderate,	48	9	8	0	0	3	2
Sulkea, ..	Moderate,	32	10	0	0	0	5	0
Natrah, ..	Moderate,	41	12	0	0	0	4	8
Andermanic, ..	Moderate,	30	14	8	0	0	7	9
Chuckerbaria, ..	Indifferent,	57	17	0	0	0	4	9
Ishuripore, ..	Bad, ..	42	13	2	0	0	5	1
Kookchar,* ..								
	Total, ..	1740	380	15	7	0	3	6
In Baraset.								
Nyhatty, ..	Excellent,	90	17	0	0	0	3	0
Rajibpore, ..	Good, ..	53	15	0	0	0	4	6
Subernapaky, ..	Good, ..	48	12	0	0	0	4	0
Hadipoor, ..	Good, ..	54	15	8	0	0	4	7
Poorah, ..	Good, ..	58	20	0	0	0	5	6
Kassipore, ..	Fair, ..	51	12	0	0	0	3	9
Rooderpore, ..	Fair, ..	50	15	0	0	0	4	9
Kowgatchee, ..	Moderate,	31	13	0	0	0	6	1
Bhurasimlah, ..	Bad,	30	10	0	0	0	5	4
Gocknah, ..	Unclassified	†						
Kassimpore, ..	Unclassified	†						
	Total, ..	468	129	8	0	0	4	4

* Abolished in December, 1862.

† Temporarily closed owing to fever.

Central Division, Mr. Woodrow.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each pupil monthly.		
			Rs.	A.	P.	Rs.	A.	P.
In Howrah.								
Mahesh,	Excellent,	78	15	0	0	0	3	1
Rishrah,	Excellent,	112	20	0	0	0	2	10
Santragachee,	Good,	105	20	0	0	0	3	1
Konenugger,	Fair,	133	12	8	0	0	1	6
Serampore,	Fair,	119	17	8	0	0	2	4
Bhudrakali,	Moderate,	43	10	0	0	0	3	9
Ramkristopore,	Moderate,	40	12	0	0	0	4	9
Joynie,	Moderate,	53	16	0	0	0	4	10
Gungadhurpore,	Indifferent,	32	13	8	0	0	6	9
		715	136	8	0	0	3	1
In Hooghly.								
Alamamoodpore,	Good,	101	12	0	0	0	1	11
Gopalnagore,	Fair,	62	19	0	0	0	4	11
Ghootiabazar,	Fair,	*	15	0	0			
Balara,	Fair,	41	17	0	0	0	6	7
Shagunge,	Moderate,	55	10	2	0	0	2	11
Dwarhatta,	Moderate,	86	25	0	0	0	4	8
Goorbaric,	Moderate,	46	11	0	0	0	3	10
Boidobatty,	Moderate,	46	12	8	0	0	4	4
Kinkerbatty,	Indifferent,	40	13	8	0	0	5	5
Mirjanagore,	Indifferent,	46	13	8	0	0	4	8
Harripal,	Indifferent,	36	15	0	0	0	4	8
Shursha,	Bad,	27	10	0	0	0	5	11
Boshna,	Bad,	45	10	0	0	0	3	7
Dabrah,	Unclassified							
	Total,	631	168	10	0	0	4	3
In Santipore.								
Garapotah,	Good,	77	14	0	0	0	2	11
Hoyarah,	Fair,	54	13	0	0	0	3	11
Bansbariah,	Fair,	50	20	0	0	0	6	5
Somrah,	Moderate,	49	16	0	0	0	5	2
Naricha,	Moderate,	35	13	8	0	0	6	2
Gooptiparah,	Moderate,	40	8	0	0	0	3	7
Ranaghat,	Indifferent,	49	13	0	0	0	4	3
Ramnagore,	Indifferent,	25	12	0	0	0	7	8
	Total,	379	109	8	0	0	4	7

* Return not received.

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each pupil monthly.		
In Nuddea.			Rs.	A.	P.	Rs.	A.	P.
Kishnagore, ..	Good, ..	43	35	0	0	0	13	9
Nakhooria, ..	Good, ..	51	16	0	0	0	5	0
Doulutgunge, ..	Fair, ..	59	20	0	0	0	5	5
Kishnagore Gobind Shoruck, ..	Fair, ..	103	21	0	0	0	3	3
Malbaria, ..	Moderate,	49	10	0	0	0	3	3
Attaki, ..	Moderate,	42	12	0	0	0	4	7
Goatullee, ..	Moderate,	55	20	0	0	0	5	10
Moorhaut, ..	Moderate,	28	14	0	0	0	4	5
Rariparah, ..	Indifferent,	15	10	0	0	0	10	8
Katdah, ..	Indifferent,	25	12	0	0	0	7	8
Kachuadangah, ..	Indifferent,	36	10	0	0	0	4	5
Furreedpore, ..	Unclassified							
	Total, ..	506	180	0	0	0	5	8
ATTACHED VERNACULAR SCHOOLS.								
In 24-Pergunnahs.								
Kadihatty, ..	Moderate,	60						
Kristonagore, ..	Indifferent,	27						
	Total, ..	87						
In Baraset.								
Ishapore, ..	Good, ..	59						
Shalipore, ..	Indifferent,	71						
Naraunpore (Keutia,) ..	Indifferent,	61						
	Total, ..	141						
In Howrah.								
Bolootee, ..	Moderate,	39						
Jagotbullubpore, ..	Moderate,	80						
Amtah, ..	Moderate,	64						
	Total, ..	183				0		

Central Division, Mr. Woodrow.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.	Cost to Government of each pupil monthly.
			Rs. A. P.	Rs. A. P.
In Hooghly.				
Ilsoba Mondlye, ..	Excellent,	123		
Jajoor, ..	Fair, ..	37		
Bora, ..	Moderate,	35		
Bhastarah, ..	Moderate,	33		
Chundernagore, ..	Moderate,	41		
Dwarbasini, ..	Indifferent,	39		
Shaorapolly, ..	Indifferent,	35		
Omerpore, ..	Indifferent,	38		
Taliniparah, ..	Bad, ..	75		
	Total, ..	456		
In Santipore,				
Kharmargatchee, ..	Moderate,	26		
Bagatty,* ..	Unclassified	0		
In Nuddea.				
Joyrampore, ..	Unclassified	15		
Bamunpore, ..	Unclassified	14		
Gorsie Durgapore, ..	Unclassified	17		
Nabodwipa, ..	Unclassified	32		
	Total, ..	78		
GRANT-IN-AID NATIVE FEMALE SCHOOLS.				
In Calcutta.				
Dr. Duff's Girls' School, ..	Good, ..	70	80 0 0	1 2 3
Free Church Orphanage, ..	Good, ..	50	75 0 0	1 8 0
Calcutta Normal Female School and Zenanas, ..	Unclassified	147	175 0 0	1 3 1
Mrs. Murray's Zenana, ..	Unclassified	88	58 0 0	0 10 7
In 24-Pergunnahs.				
Muzzilpore Girls' School, ..	Bad, ..	18	10 0 0	0 8 11
Barripore Girls' School, ..	Unclassified	40	35 0 0	0 14 0
	Total, ..	413	433 0 0	1 0 9

* Temporarily closed.

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.	Cost to Government of each pupil monthly.
			Rs. A. P.	Rs. A. P.
In Baraset,				
Nyhatty Girls' School,	Indifferent,	19	6 0 0	0 5 1
Nibodhoi Girls' School,	Indifferent,	29	11 0 0	0 6 1
	Total,	48	17 0 0	0 5 8
In Howrah.				
Konnuggur Girls' School,	Indifferent,	32	25 0 0	0 12 6
Rishrá Girls' School,	Indifferent,	32	12 0 0	0 6 0
	Total,	64	37 0 0	0 9 3
In Hooghly.				
Dwarhatta Girl's School,	Bad,	24	27 0 0	1 2 0
In Nuddea,				
Kassiadanga Girls' School,	Good,	26	15 0 0	0 11 6
Kishnaghur Girls' School,	Moderate,	41	15 0 0	0 7 4
Nabodwipa Girls' School,	Moderate,	42	20 0 0	0 7 7
Chandsarruck Girls' School,	Moderate,	20	12 8 0	0 10 0
	Total,	129	62 8 0	0 7 9
PRIVATE ANGLO-VERNACULAR SCHOOLS.				
In 24-Pergunnahs.				
Calcutta Model School,	Good,	154		
Ariadah,	Fair,	108		
	Total,	262		
In Howrah,				
Máshat,	Moderate,	85		
Bagnan,	Moderate,	76		
Bali,	Moderate,	116		
Ramkristopore,	Moderate,	75		
	Total,	352		

Central Division, Mr. Woodrow.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.	Cost to Government of each pupil monthly.
			Rs. A. P.	Rs. A. P.
In Baraset.				
Baraset,	Indifferent,	60		
Kallaroah,	Indifferent,	40		
	Total,	100		
In Hooghly.				
Goja,	Unclassified			
In Nuddea.				
Moheshpore,	Moderate,	22		
Khoostea,	Moderate,	70		
Bhangbaria,	Indifferent,	53		
Chooadanga,	Indifferent,	44		
Kooroolgachee,	Indifferent,	61		
Damoorhooda,	Indifferent,	50		
Ashannugger,	Indifferent,	17		
	Total,	317		
PRIVATE VERNACULAR SCHOOLS.				
In 24-Pergunnahs.				
Bonhughly,	Moderate,	60		
In Howrah.				
Morepooker,	Moderate,	35		
Baloor,	Indifferent,	88		
Rameshurpore,	Indifferent,	35		
	Total,	158		
In Hooghly.				
Baloon,	Fair,	75		
Khalsani,	Fair,	60		
Dumduma,	Moderate,	58		
Roshna,	Indifferent,	37		
Sainhatty,	Unclassified	39		
Belmuri,	Unclassified	39		
Porabazar,	Unclassified	39		
Chinsurah,	Unclassified	39		
	Total,	886		

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.	Cost to Government of each pupil monthly.
			Rs. A. P.	Rs. A. P.
In Santipore.				
Santipore,	Fair,	38		
Duttopooliah,	Indifferent,	30		
	Total,	68		
In Nuddea.				
Meteyaree,	Fair,	43		
S. E. Kishnagor,	Moderate,	39		
Bathoea Doharee,	Indifferent,	18		
Mooragassa,	Indifferent,	18		
Dhurmodoho,	Indifferent,	35		
VERNACULAR NIGHT SCHOOL.				
Kassiadangah,	Indifferent,	30		
Kishnagore Bagadangah,	Indifferent,	25		
Kishnagore Chandsharae,	Indifferent,	30		
	Total,	238		
PRIVATE GIRLS' SCHOOLS.				
In 24-Pergunnahs.				
Dukhin Baraset Girls' School,	Indifferent,	18		
In Howrah.				
Ooterparah Girls' School,	Unclassified	50		
Bali Girls' School,	Unclassified	30		
Jhingrah Girls' School,	Unclassified	18		
	Total,	98	0	
In Santipore.				
Santipore Girls' School,	Indifferent,	60		
In Baraset,				
Baraset Girls' School,	Indifferent,	16		
Chacklah,	Indifferent,	25		
	Total,	41		0

Central Division, Mr. Woodrow.

CIRCLE SCHOOLS.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each boy monthly.		
In 24-Pergunnahs.				Rs.	A.	P.	Rs.	A.	P.
Burranagore, I. ...	Burranagore, I. ..	Good, ...	87	8	4	9	0	1	6
Gazeepore, ...	Rajpore, I. ...	Good, ...	72	6	3	7	0	1	5
Baikuntpore, ...	Rajpore, II. ...	Good, ...	30	6	4	7	0	3	6
Barripore, ...	Kodalia, I. ...	Good, ...	95	8	1	11	0	1	4
Phootigodah, ...	Bistopore, I. ...	Good, ...	87	6	15	6	0	1	8
Gopalnagore, ...	Bistopore, II. ...	Fair, ...	52	7	5	10	0	2	3
Kodalia, ...	Kodalia, II. ...	Fair, ..	30	5	12	3	0	3	1
Rajpore, ..	Rajpore, III. ...	Fair, ..	65	6	5	11	0	1	7
Kankuli, ...	Kristonagore, I. ...	Fair, .	56	5	11	0	0	1	7
Behalah, ...	Sursoonah, I. ..	Fair, ..	39	5	13	7	0	2	8
Sinthee, ...	Sinthee, I. ...	Fair, ..	100	7	14	0	0	1	3
Sursoonah, ..	Sursoonah, II. ...	Fair, .	31	7	3	3	0	3	8
Lushkerpore, ...	Sursoonah, III. ...	Moderate,	41	5	14	3	0	2	3
Shanugger, ...	Tolligunge, I. ...	Moderate,	52	5	10	11	0	1	9
Augurparah, ..	Panihatty, I. ...	Moderate,	62	6	4	6	0	1	7
Panihatty, ...	Panihatty, II. ...	Moderate,	41	6	4	6	0	2	4
Kaikhali, I. ...	Kadihatty, I. ...	Moderate,	37	6	5	4	0	2	9
Augurparah, II. ...	Panihatty, III. ...	Moderate,	42	5	9	0	0	2	1
Gahtee, ...	Kadihatty, II. ..	Moderate,	40	6	9	4	0	2	7
Kaikhali, II. ...	Kadihatty, III. ..	Moderate,	40	6	4	2	0	2	6
Talah, ...	Sinthee, II. ...	Moderate,	99	8	0	11	0	1	4
Manicktollah, ..	Sinthee, III. .	Moderate,	57	6	0	10	0	1	8
Burranagore, II. ...	Burranagore, II. ...	Moderate,	52	5	15	0	0	1	9
Sookchar, ...	Sookchar, I. ..	Moderate,	56	5	8	0	0	1	7
Syedpore, ..	Sookchar, II. ..	Moderate,	30	5	12	0	0	3	1
Modoolia, ...	Krishtonagore, II.	Moderate,	34	5	0	0	0	2	4
Kristonagore, ...	Krishtonagore, III.	Moderate,	48	5	8	0	0	1	10
Cossipore, ...	Burranagore, III.	Moderate,	40	5	4	0	0	2	1
Nataghur, ...	Sookchur, III. ..	Indifferent,	30	5	4	8	0	2	10
Ghatsarah, ...	Bistopore, III. ...	Indifferent,	36	5	7	9	0	2	5
Jogaya, ...	Tolligunge, II. ...	Indifferent,	42	5	3	11	0	2	0
Kamrabaz, ..	Kodalia, III. ...	Indifferent,	85	5	8	3	0	2	6
Tolligunge, ..	Tolligunge, III. ...	Bad, ...	80	5	9	3	0	1	1
Chuckmanee, ..	Chalukhola, I. ...	Bad, ...	36	5	7	9	0	2	5
Bakrah, ...	Chalukhola, II. ..	Bad, ...	32	5	5	3	0	2	8
Makhalia, ...	Chalukhola, III. ..	Bad, ...	42	5	5	3	0	2	0
		Total, ...	1828	221	3	1	0	1	11

Reports of Inspectors of Schools.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each boy monthly.		
In Baraset.				Rs.	A.	P.	Rs.	A.	P.
Kameah,	Badu, I.	Good,	50	4	13	4	0	1	6
Barabari,	Barabari, I.	Good,	59	5	9	4	0	1	6
Newabgunge,	Newabgunge, I.	Good,	53	5	12	8	0	1	9
Narkolbaria,	Narkolbaria, I.	Good,	41	5	6	3	0	2	1
Arbalia,	Taragoonah, I.	Good,	44	7	0	0	0	2	6
Seekrah,	Seekrah, I.	Good,	37	8	10	2	0	3	9
Sreepore,	Sreepore, I.	Good,	52	9	8	0	0	2	11
Dukhin Sreepore,	Dhoolapore, I.	Good,	61	12	3	2	0	3	2
Badia,	Narkolbaria, II.	Good,	30	5	5	1	0	2	10
Deyparah,	Barabari, II.	Fair,	51	4	10	4	0	1	5
Sibanah,	Neelgunge, I.	Fair,	37	6	14	4	0	2	11
Ghulghulia,	Sreepore, II.	Fair,	35	9	9	2	0	4	4
Mohutpore,	Dhoolapore, II.	Fair,	30	7	8	0	0	4	0
Chunnunpooker,	Newabgunge, II.	Moderate,	23	5	0	0	0	3	6
Baraset,	Baraset, I.	Moderate,	35	6	3	0	0	2	10
Duttopooker,	Joypool, I.	Moderate,	38	5	15	0	0	2	6
Joypool,	Joypool, II.	Moderate,	35	5	14	2	0	2	8
Digrah,	Joypool, III.	Moderate,	25	5	12	10	0	3	8
Nowrah,	Narkolbaria, III.	Moderate,	25	5	8	0	0	3	6
Badooria,	Taragoonah, II.	Moderate,	33	6	2	3	0	2	11
Tatrah,	Busseerhaut, I.	Moderate,	27	5	12	3	0	3	5
Moneerampore,	Nawabgunge, III.	Moderate,	40	7	6	8	0	2	11
Kameah Adult Night School,	Kameah II.	Moderate,	27	5	1	5	0	3	0
Barabari Adult Night School,	Barabari, III.	Moderate,	15	4	6	2	0	4	8
Futtepore,	Barabari, IV.	Moderate,	22	7	7	4	0	5	9
Dheetarah,	Fultah, I.	Moderate,	63	5	12	4	0	1	6
Seithpore,	Seithpore, I.	Indifferent,	42	5	0	0	0	1	11
Prithebee,	Seithpore, II.	Indifferent,	27	5	0	0	0	2	11
Busseerhaut,	Busseerhaut, II.	Indifferent,	36	6	14	0	0	3	1
Sankarah,	Sankarah, I.	Indifferent,	35	6	8	0	0	2	11
Kameah Female School,	Badu, III.	Indifferent,	16	4	1	10	0	4	1
Fultah,	Fultah, II.	Indifferent,	25	5	0	0	0	3	2
Badu,	Badu, IV.	Indifferent,	25	3	12	0	0	2	5
Barrackpore,	Fultah, III.	Indifferent,	33	5	0	0	0	2	5
Katalia,	Neelgunge, II.	Indifferent,	33	5	0	0	0	2	5
Bundipore,	Neelgunge, III.	Indifferent,	43	5	0	0	0	1	10
Modhyagram,	Baraset, II.	Bad,	51	5	8	0	0	1	8
Patooli,	Baraset, III.	Bad,	25	5	0	0	0	3	2
	Carried over,		1379	230	15	1			

Central Division, Mr. Woodrow.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant monthly.			Cost to Government of each boy monthly.		
				Rs.	A.	P.	Rs.	A.	P
	Brought over,	... ..	1379	230	15	1			
Kadumgachee, ..	Kadumgachee, I.	Bad, ..	42	5	0	0	0	1	11
Bamunmoora, ..	Kadumgachee, II.	Bad, ...	22	6	9	4	0	4	9
Naxa, ..	Kadumgachee, III.	Bad, ...	32	5	0	0	0	2	6
Majergram, ..	Seithpore, III. ..	Bad, ...	40	5	0	0	0	2	0
Champapooker, ..	Seekrah, II, ...	Bad, ...	34	8	8	0	0	4	0
Mirzapore, ..	Busseerhaut, III.	Bad, ...	29	5	12	0	0	3	2
Punitarah, ..	Sankarah, II. ..	Bad, ..	30	5	14	2	0	3	2
Taragoonah, ..	Taragoonah, III.	Bad, ...	30	5	0	0	0	2	8
Bajrah, ...	Sankarah, III. ..	Bad, ...	25	5	0	0	0	3	2
		Total, ..	1663	282	10	7	0	2	8

Girls attending the Circle Schools, ... 75

PATSHALAS.

In 24-Pergunnahs.		
	Joynugger, Unclassified.	40
In Howrah.		
	Angea, Moderate, ...	47
	Bantra, Moderate, ...	70
	Gorolgatcha, Moderate, ...	62
	Santragatchee, Indifferent, ...	16
	Bali, Unclassified,...	48
	Total, ...	241
In Santipore.		
	Santipore, Indifferent, ...	60
	Doomoordah, Indifferent, ...	41
	Total, ...	101

SCHOOLS ABOLISHED.

In 24-Pergunnahs.		
	Sookchar Vernacular School, ...	1
	Gochurne Vernacular School, ...	1
In Hooghly.		
	Shomospore Vernacular School, ...	1
	Panrah Vernacular School, ...	1
	Gopalnagore Female School, ...	1
In Santipore.		
	Goga Vernacular School, ...	1
In Nuddea.		
	Kurreempore Attached Vernacular School, ...	1
	Total, ...	7

Reports of Inspectors of Schools.

FROM

R. L. MARTIN, ESQ., M. A.

Inspector of Schools, South East Division.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated, Dacca the 21st May, 1863.

SIR,

The following Table shows for the last two years the number and character of the Institutions in the South Eastern Division under the supervision of the Government Educational Department.

SCHOOLS IN THE SOUTH-EASTERN DIVISION.

	1861-62.		1862-63.	
	Schools.	Pupils.	Schools.	Pupils.
Government College at Dacca, ...	1	138	1	129
Government Collegiate School at Dacca,	1	212	1	226
Government Zillah Schools, ...	8	130	8	1315
Government Vernacular Schools, ..	3	280	4	410
Government Normal Vernacular Schools,	1	119	1	135
Government Model Vernacular Schools,	1	192	1	183
Grant-in-aid Anglo-Vernacular Schools,...	33	2487	45	2857
Grant-in-aid Vernacular Schools, ..	48	2390	65	3020
Vernacular Schools attached to Grant-in-aid Anglo-Vernacular Schools, ...	Not	known	21	787
English Schools attached to Grant-in-aid Vernacular Schools, ...	Not	known	8	136
Indigenous Schools under improvement in circles, ...	84	3671	94	4260
Girls' Schools not coming under any preceding head, ...	3	42	11	219
Schools in Khasia Hills, ...	16	458	22	594
Total, ...	199	11291	282	14271
Private Anglo-Vernacular Schools under inspection, ...	7	480	20	1133
Private Vernacular Schools on the Model of Aided Vernacular Schools under inspection, ...	47	1567	53	1806
Total, ...	253	13338	355	17210

South East Division, Mr. Martin.

From this Table, it appears that the number of Schools under inspection and of students, in the South East Division has increased during the year under report respectively by 102 and 3,872.

Comparison between the Schools in the South East Division and the rest of Bengal.

The University Entrance is the only general Examination to which the Schools under me send up candidates, and I only refer to it so far as Schools of the class with which I have to do, are concerned. At this Examination there were passed in the *First* grade, 139 candidates, of these 93 were either teachers or students either in collegiate or *large* Calcutta Schools, there therefore passed from Zillah, Aided, and Private Schools 46 students in this grade; of these 14 or *thirty per cent.* were from Schools of these classes in the South Eastern Division. Again the number of passed candidates in the second grade was 333, of these 165 were teachers, private students or students either in collegiate or *large Calcutta* Schools. There were therefore passed by Zillah, Aided and Private Schools 168 students. Of this number 43 or *twenty-five and a half per cent.* come from Schools of these classes in the South Eastern Division. This result is not equal to that which I had to record last year, but it, without doubt, proves the satisfactory state of the Schools under my inspection.

ZILLAH SCHOOLS.—In Zillah Schools there is a very small increase in attendance, the total number attending the eight Schools of this class in my Division being 1315 against 1302 last year. The number attending Zillah Schools will of course fluctuate from year to year, but I do not expect to see much change in the number of pupils studying in them. It is from an increase in the number of village Schools that we must expect to see the spread of English education in Bengal.

Reports of Inspectors of Schools.

AIDED ANGLO-VERNACULAR SCHOOLS.—The great addition to the number of these Schools in my Division is one of the best proofs of the desire for education. There are at present 45 Aided Anglo-Vernacular Schools educating 2857 boys against 33 Schools of that class last year educating 2487 boys. The actual increase in the number of boys studying English is really greater than appears from this comparison. For last year a proper distinction was not made between the number on the rolls of Anglo-Vernacular Schools and the number actually studying English, whereas this year I gave strict orders to the Deputy Inspectors in my Division to distinguish between those who study English and those who read in the Vernacular department attached to Aided Anglo-Vernacular Schools. Such attached Schools do exist generally as separate departments of the Anglo-Vernacular Schools in my Division. Grants-in-aid were given during the past year to Anglo-Vernacular Schools at the following places namely Dassora, Bhadoora, Mudhookhali, Bakeate, in Furreedpore, Jamalpore and Ramgopalpore in Mymensingh, Ameergunge and Chattuck in Sylhet, Hazeegunge, Moradnugur, Jagarnath Dighee, Beetghur in Tipperah, Jolabaree in Burrisaul, Sreenuggur in Dacca, Kotchandpore, Degail in Jessore, Pudumdee in Pubna. Grant-in-aid Anglo-Vernacular Schools were abolished at Manickdoho, Ojanee, Pachchoria (not established) in Furreedpore, Baleakandy in Pubna.

GOVERNMENT VERNACULAR SCHOOLS.—The Normal Vernacular School at Dacca numbered 135 students on the 30th April, which is an increase of 16 upon the number on the same date last year. The attached Model School numbered 183 students against 148 last year. The Hardinge School at Mymensingh, the only really good Vernacular School in that Zillah continues to hold a very high place amongst the Vernacular Schools in my Division. Its local

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popularity is proved by the fact that it numbered 225 on the rolls at the close of the official year against 200 last year. This increase is probably to be attributed to the fact that the result of the Vernacular Scholarship Examination was *published* this year, and that as a consequence, the number of Scholarships, stipends in the Normal School, &c., become more generally known in the Zillah, and the wish to be enrolled amongst its pupils increased. The Government Vernacular School at Fuzzilpore has been removed to the neighbouring village of Sreekole and as a consequence the School numbered 63 students on 30th of April, which is more than double the number on the rolls on the same date last year. The Jessore Vernacular School has never been much better than a good patshala and as a model patshala has been lately established in connection with the guru training School at Jessore, it is in contemplation to transfer it elsewhere immediately.

Aided Vernacular Schools.—The number of Grant-in-aid Vernacular Schools has increased during the year under report from 48 to 65 and the number of students in the same from 2390 to 3020. The number of indigenous Schools under improvement (which are in reality Vernacular Schools *aided* by the assistance of a Pundit paid by Government who attends two or three times weekly) has also increased from 84 Schools attended by 3671 pupils to 94 Schools attended by 4260. The increase in the number both of circle Schools and pupils attending them has been effected without one pice of extra expense to Government. Aid has been granted during the year to Vernacular Schools situated in the villages of Badda, Konda, Barikhali, Saralea, Berolea, adult Female, Bhagookool and Noabary in Dacca. Kollabooha, Goradava, Kandnorah, Patryle, Benafour, Kaneehary, Monadia, Bashie, Mondeepore, Baropara in Mymensingh. Comillah, Darorah, Jugarnath,

Reports of Inspectors of Schools.

Dighee and Dhamtee in Comillah. Khardea in Furreedpore, Dhobakhola and Khetopara in Pubna. Mongoh Pota in Jessore.

PRIVATE SCHOOLS.—With but a single exception every private School in my Division has been established with the intention of being subsequently converted into an Aided School, it is therefore probable that most of the Schools which appear this year in the return as private Schools will obtain aid during the year; indeed I have since the 1st of May sent up applications for aid to Bharanga, Chetoba, Pubna, (girls) Goeshpore, Shafalla and Kabarikola in Pubna, Roygram in Jessore. Shamgunge, Beetghur, Ujanchur, Jaffergunge and Burkamta in Comillah. Nagnepore, Benanoi, Goyhatta, Masova, Hosseinpore, Narindea, Mooktagacha, Pagaldighee, Goghra, Chakondagolabary, Daopore, Doorgapore, Kamaraitea, Kaleeady, Shaikarail, Coomarjany, Austogram, Jamrokhee in Mymensingh. Kalleeparah, Joydebpore, Moonsheegunge, Auroyhazar, Naraingunge in Dacca. Parsicurah in Chittagong. Malikanda, Oodoypore, Kanyepore, Teljooree, Ujapore, Nobogram, Khankhanpore in Furreedpore. Bonye, Kushbabaneachunge in Sylhet. Lunkole in Burrisaul. Noacolly in Noacolly. And though Schools do not at present exist at some of the villages which have applied for grant-in-aid, yet as a general rule these applications have come from private Schools already in existence. In the table which I append to this report, I only include under the head of private Schools, such as are conducted on the principle of our Aided Schools. The standard, however, attained by these Schools is very low, as the instructive staff is rarely capable of carrying the pupils beyond a very low point; besides these Schools seldom continue long to exist unless they receive Government aid.

CLASSIFICATION.—It is very desirable that all the Schools in Bengal should be classed according to some fixed standard, I believe that all my Schools are classified as they

would be, if Mr. Woodrow was the Inspector of Schools in the Division instead of myself. He had charge of the greater portion of my Division for many years and many of my deputies were taught to classify by him; besides, I myself visited many Schools three or four months after they had been visited by him, and so was enabled to form a very good idea of the class in which he would place a School. To ensure the same knowledge to the two Deputy Inspectors, who have been appointed during the last year, I ordered each of them to visit in the first instance, in company with myself, at least a dozen Schools near Dacca, and I pointed out to them the reason for classifying these Schools under the different heads. The following tables shew the classification of the Schools in my Division in 1863, and a comparison between the percentages in the different classes this year in the South Eastern Division, and last year in the Central Division. Those Schools which are unclassed have been only established during the last two or three months.

Classification of the Government and Aided Institutions in the South-Eastern Division under my inspection.

Government and Aided Institutions under the inspection of the Inspector of Schools.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassed.	Total.
Government Zillah Schools, ...	3	5	0	0	0	0	0	8
Government Normal Schools, ...	0	1	0	0	0	0	0	1
Government Vernacular Schools, ...	2	0	0	3	0	0	0	5
Girls' Schools, Aided, ...	0	0	0	4	1	0	0	5
Anglo-Vernacular Schools, Aided, ...	2	6	12	15	4	3	3	45
Attached Schools, ...	2	4	5	9	8	0	1	29
Vernacular Schools, Aided, ...	7	14	18	15	2	4	0	60
Indigenous Schools under improvement, ...	10	21	18	23	20	2	0	94
Total, ...	26	51	53	69	34	9	4	247

The College (1), Collegiate school (1), schools in the Khasya Hills (22), and private Girls' Schools (11) are not classed.

Reports of Inspectors of Schools.

	In Central Division on 30th April, 1862, percentage.	In South-Eastern Division on 30th April, 1863, percentage.
Excellent, ...	7.2	10.5
Good, ...	15.1	20.6
Fair, ...	21.7	21
Moderate, ...	27.6	27.9
Indifferent, ...	12.4	13.8
Bad, ...	4.8	3.6
Unclassed, ...	10.6	1.6

This result accords with the opinion expressed by Mr. Woodrow last year respecting the quality of the education imparted in the Schools in the Eastern Districts of Bengal. The unclassed schools being newly established are in reality either indifferent or bad.

STANDARD OF STUDY IN ZILLAH SCHOOLS.—To educate up to the standard of the Entrance Examination of the Calcutta University is the object aimed at by our Zillah Schools. All the Zillah Schools in my Division educate successfully up to this standard, and in the majority, all the classes are well managed. All these Schools are therefore classed as either excellent or good. Those only are classed as excellent which pass a comparatively large number at the Entrance Examination.

STANDARD OF STUDY IN ANGLO-VERNACULAR SCHOOLS.—Six of the Aided Schools in my Division have succeeded this year in sending up successful candidates to the University Entrance Examination. As a consequence some eight or ten other Schools have adopted this standard this year, and though probably not more than eight or nine Schools will pass students at that examination, I anticipate seeing the introduction of the Entrance Course of the University as the standard of the highest class of almost every Aided Anglo-Vernacular School in every Division before

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five years pass away. Those Schools which do not aim at this standard, send up candidates for free studentships in Zillah Schools. The examination for these studentships is so fixed as to render it probable that those who succeed will be able to pass the Entrance Examination at the end of two years. The classification of these Schools is arranged on the same system as that of the Zillah Schools. Those which pass candidates at the Entrance Examination and which are otherwise well managed are classed as "good," those which shew marked excellence at this examination are classified as "excellent." But no School is classed as "good" or "excellent," unless its classes are good from the lowest to the highest, and unless it passes candidates at the Entrance Examination. For instance, the Pulwa Magoorah School has passed a candidate at the Entrance Examination, but it is only classed as fair, because its lower classes are not such as to render it likely that it will send up successful candidates each succeeding year for the next three or four years; and again, the Sylhet Mission School is placed in the same class, because no students passed at the Entrance Examination though its other classes promise well.

Normal School Standard.—The course of study in the Dacca Normal School is the same as that laid down for the Normal Schools at Calcutta and Hooghly. It may not be considered out of place to state here an opinion which I have formed respecting the present practice of pitting the different Normal Schools against one another at an annual examination. When these Schools were first established, I consider it was very desirable to discover their relative merits in this way. But now a certain standard has been attained from which I do not think it likely that the Schools at present existing will fall away essentially, and I do not think that a continuance of this examination can produce a good result in Schools of this class. So long as they are thrust into compe-

tition with one another, the necessary result must be that the teachers will try to educate with a view to the success of their pupils at this examination, whereas it ought to be their object to fit their pupils for the special and important work of a teacher, a result which is not to be best effected by cramming pupils for a severe examination. I am not at all certain that it would not be an advantage if the standard of study in the Normal Schools was fixed much lower, but that at the same time the pupils should be required to attend for the same number of years, so that they might have more practice in teaching.

VERNACULAR SCHOOL STANDARD.—With but very few exceptions all the Aided Vernacular Schools in my Division educate up to the Vernacular scholarship standard. In my Report last year I gave the course studied by candidates for this examination. The course this year is the same with one or two slight changes, it is therefore unnecessary to mention it at length now. Seventy-five Vernacular Schools in my Division sent up in September last three hundred and eighty-five candidates for these scholarships, one hundred and fifty-two of these obtained more than one-third of the full number of marks at the examination. With the exception of the sixth and fourteenth, the first twenty-five amongst the successful candidates were students of the Dacca district. I should be very glad if it were possible to compare the quality of the education imparted in the Vernacular Schools of the several educational Divisions. This can, however, only be effected by a general scholarship examination conducted under your own immediate superintendence. Should it please you to hold such an examination, you would, in my opinion, stimulate the exertions of those connected with education in the several Divisions; for though I hold that competition is not desirable in the case of Normal Schools, I think its effect upon other

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Schools is, as a general rule, decidedly advantageous. I know it has had the effect *in my own Division*, of considerably raising the standard of education in those districts which *were* behind hand.

ZILLAH SCHOOLS.—The following table will shew the names and classification of the Zillah Schools in my Division, as also the number of pupils attending them and the cost to Government of education per head in each School.

	Class.	Number of pupils on the roll on 30th April.	Average attendance during the year.	Cost to Government for each boy.	Number of Candidates at the Entrance Examination.	Number passed at Entrance Examination
Burrisal, ...	Excellent,	229	178.7	1-8-9	20	7
Mymensingh, ...	Excellent,	207	143.8	1-5-6	12	5
Furreedpore, ...	Excellent,	97	69.5	3-3-2	7	6
Chittagong, ...	Good, ...	254	179.24	1-6-4	10	2
Commillah, ...	Good, ...	189	170	1-3-11	17	2
Jessore, ...	Good, ...	145	120.2	1-9-4	16	4
Pubna, ...	Good, ...	124	124	2-7-10	6	1
Noakhali, ...	Good, ...	70	70	4-4-11	4	1

BURRISAL.—This School is still the best Zillah School in my District. Of twenty candidates sent up to the Entrance Examination but seven passed, two of them in the first and five in the second Division. I have already alluded to what I believe to be the cause of fewer candidates having succeeded this year than last, and though the number passed from the Burrisal School was not so large as last year, still in this respect the School holds its own position relatively to others. The bungalow for the residence of the Head-master sanctioned by you will soon be ready for his occupation.

MYMENSINGH.—I have had no reason during the year to change my opinion of this School. With most of the other

Reports of Inspectors of Schools.

Schools in my Division, it has not passed so many at the Entrance Examination this year as last, but one of its students, Anund Mohun Bose, has gained for himself the honour of standing not only *first* amongst the candidates from the Zillah Schools of my Division, but *second* amongst those from all the Zillah Schools in Bengal. This lad obtained one of the first grade Junior scholarships of eighteen rupees a month. I visited the School in September last, and was very much pleased with its condition. On the occasion of the visit of His Honor the Lieutenant-Governor, he was pleased to sanction the construction of a room on the eastern side of the School for the meetings of the Committee; an estimate for the construction of this room has been drawn out by the Executive Engineer of the Division, and the sum of 906 rupees has been sanctioned for its erection. It is now rather late in the season to commence work, but I hope to have it in my power to record next year the completion of the room.

FURREEDPORE.—This School which with those at Burrisal and Mymensingh I have classed as "excellent," succeeded in passing three of its students in the first, and three in the second Division at the Entrance Examination.

CHITTAGONG.—I visited this School in the month of February, and was glad to be able to form a better opinion than I had to record in my last report. The number of candidates sent to the Entrance Examination was ten, of whom only two passed, this result justifies the opinion which I last year expressed. Just before my visit, the School-house was almost destroyed by fire, the whole of the verandahs, in which nearly half the School was accommodated, completely so. It has been necessary to hire a house for temporary use. The Head, second and third Masters have been transferred to other Schools and have been succeeded by Issur Chunder Bose from the Dacca College, Anundo Chunder Sein from the Burrisal School,

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and Okhoy Coomar Sein an ex-senior scholar of the Dacca College. Whilst writing of this School I regret to have to mention the death at Dacca of a boy educated here, Huno Chunder Sein, of whom all his tutors speak in the highest terms, and whose talents seem to have been of remarkably high order, and to have given promise of great success. I hope to be able to class this School next year as "excellent."

COMMILLAH.—The School building here has suffered severely from storms. The verandahs have been entirely carried away, the roof of the centre room is in a dangerous condition and leaks so much as greatly to interfere with the business of the School. An estimate for repairs has been submitted by the Executive Engineer, and though the sum required is large, I do not see how the business of the School can be satisfactorily conducted, unless it be sanctioned. The School is in a satisfactory condition, though only two candidates passed at the Entrance Examination; strange to say, however, three others each failed by one mark only in one subject. I hope for a better result this year.

JESSORE.—Of this School I am glad to be able to report in more favourable terms than last year. At the Entrance Examination, the School sent up sixteen candidates, four of whom were successful, one in the first and three in the second Division. All these lads obtained Scholarships, and I trust this fact may prove an incentive to the lads of the Junior classes to study hard and try to follow their example.

PUBNA.—Last year I classed this School as "excellent," I have only classed it this year as "good." It only passed one candidate at the Entrance Examination, but he was placed in the *first* Division. The numbers on the Rolls have increased during the year under report from 104 to 124, which proves, however, that the estimation in which it is held in the neighbourhood has not abated. During the year the financial con-

dition of the School was such as to render it necessary to dispense for a time with the services of a Pundit; you have, however, ordered the Schooling fees to be raised so as to admit of the immediate re-appointment of a Pundit, and the matter is at present before the Local Committee of Public Instruction for consideration. I trust soon to be able to report to you that I have appointed a man. It is very desirable to have a pucka School-house; inasmuch as during the four or five days which I spent at Pubna this year, half the bazar was burnt down, and as there was a daily fire of considerable extent, nothing, save the direction of the wind prevented the utter destruction of the School-house. The bad policy of thatched roofs to Government buildings has been proved by the destruction of two School-houses in my Division by fire within the last few years, and the total loss of the thatched verandahs this year at Commillah. Now that the financial crisis has passed, I trust to see a pucka School-house built here. It is a different matter at *Furreedpore* inasmuch as the School bungalows are nearly a mile away from the bazar, whereas those at Pubna are surrounded on every side by the native town.

Noakhali.—The number attending this School has decreased during the year by twelve students. This is accounted for by the Local Committee by the abolition of the office of assessor and consequent departure of the amlas attached to the office. Four candidates from this School competed at the Entrance Examination, one of whom passed and obtained a scholarship. The library contains 477 volumes in good condition.

Aided English Schools.—The following are the superior Aided Anglo-Vernacular Schools in my Division. Under the head of Superior Schools, I include those which educate candidates for the Entrance Examination.

South East Division, Mr. Martin.

	Class.	No. of pupils on the Rolls on the 30th April.	Amount of aid received monthly from Government.			Cost to Government of the education of each boy.			No. of candidates at the Entrance Examination.	No. passed at the Entrance Examination.
			Rs.	As.	P.	Rs.	As.	P.		
Pogose, ...	Excellent,	408	60	0	0	0	3	7	26	10
Coomarkhali, ...	Excellent,	95	80	0	0	1	2	9		
Noral, ...	Good, ...	109	97	0	0	1	5	1		
Kaliparah, ...	Good, ...	110	50	0	0	0	9	3	10	3
Tegoorea, ...	Good, ...	74	30	0	0	0	6	2	4	3
Sylhet Mission, ...	Fair, ...	208	150	0	0	1	0	5		
Pulwa Magoora, ...	Fair, ...	61	50	0	0	1	0	0	1	1
Khoolniah, ...	Fair, ...	77	60	0	0	0	15	6	Purpose sending up candidates this year	
Rowile, ...	Fair, ...	72	25	0	0	0	8	1		
Magoorah, ...	Fair, ...	97	35	0	0	0	10	3		
Barodee, ...	Fair, ...	56	25	0	0	0	7	4		

POGOSE SCHOOL.—This School has passed this year more candidates at the Entrance Examination than any other School in my Division. Of the ten successful students of this School four have been placed in the first Division. The Colootollah Free Church, Hindoo, Doterparah Schools alone, in the Lower Provinces, have passed more than four candidates in the First Grade. The thanks of the Department are due to Mr. Pogose for the result, as it is due principally to his liberality and watchful superintendence. The Head Master, Baboo Denc Nath Sein, has laboured both conscientiously and successfully and to reward him, you were pleased to give him an appointment in the Dacca College for which he had applied. This appointment, however, he subsequently declined accepting, and he still continues in the Pogose School.

COOMARKHALI SCHOOL.—This School appears this year as "excellent" whereas last year it was classed as "good." This change has been made in consequence of the superiority of the lower classes in this School to the corresponding classes in the other Superior Aided Schools.

Reports of Inspectors of Schools.

NORAL SCHOOL.—The Noral School is in almost the same condition as it was last year. Its lower classes do not, however, shew progress proportionate to their standing. It has suffered during the year from many changes amongst its Masters. But I hope to see considerable improvement during the next year, as I have just sent there Baboo Gour Mohun Bysack as Head Master upon whom I place great reliance.

KALIPARAH AND TEGOORIA.—These Schools deserve mention. They are the first Schools in my Division which with small aid from Government have produced good results. Until lately the Kaliparah and Tegooria Schools only received aid from Government of Rs. 30 and 15 respectively. They now receive Rs. 50 and 30. The Tegooria School succeeded in passing one of its students in the first and two in the second Division. Two of these lads obtained scholarships, one of 14 rupees and the other of 10 rupees. Three students from the Kaliparah School also passed in the second Division and one of them obtained a Scholarship of 10 rupees.

VERNACULAR SCHOOLS.—With the exception of the Government Vernacular School at Mymensingh, all the best Vernacular Schools in my Division lie in the Dacca district. The following is a list, in the order in which I would place them, of the thirteen best Schools under my inspection. They are classed in accordance as well with the result of the Vernacular Scholarship Examination as with the result of my own inspection.

Name of School.	*Deputy Inspector's District.*
Majparah, Aided,	Dacca.
Barodee, Aided,	,,
Kochadea, Circle,	,,
Mymensingh, Government,	Mymensingh.
Kookootea, Aided,	Dacca.

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Name of School.	*Deputy Inspector's District*
Bramingow, Circle,	Dacca.
Shologhur, Circle,	,,
Meerpore, Aided,	,,
Shooboodhiah, Circle,	,,
Ameerpore, Aided,	,,
Dacca, Government, Model,	,,
Dhamroy,	,,
Dacca, Night School,	,,

The undermentioned Schools also promise well and are deserving of special mention.

Hatooriah, Dhooljana and Noral,	in Pubna and Jessore.
Furreedpore, Baniazoory and Dhancorah,	in Furreedpore.
Burrisal,	Burrisal.
Commillah,	Commillah.
Chittagong,	Chittagong.

There are, however, many Schools in the Dacca district certainly on a par with, if not superior to, any of the above, but they are too numerous to mention. This year for the first time it is possible to draw out a table from which may be seen, comparatively, the quality of the education imparted in the Vernacular Schools in the several educational districts into which my Division is sub-divided. The table below is an analysis of the result of the Vernacular Scholarship Examination held simultaneously in the six districts in the month of September last. The same questions were set to all the candidates. The total number of marks obtainable being 450.

Reports of Inspectors of Schools.

	No. of Schools or circle sending up candidates.	No. of candidates.	Total number of marks.	Classification according to marks obtained.					
				No. who obtained above 250.	No. who obtained above 225 or ¾.	Above ⅔ or 180.	Above ½ or 150.	Above ⅜ or 112 ½.	Below ⅜.
Dacca,	33	153	450	5	8	47	47	35	11
Mymensing,	1	23	0	0	2	12	7	2	0
Pubna and Jessore,	13	87	0	0	0	2	12	32	38
Furreedpore,	16	54	0	0	0	0	5	11	38
Burrisal,	11	65	0	0	0	1	1	6	57
Commillah and Sylhet,	1	6	0	0	0	0	3	3	0
	75	385	450	5	10	62	75	89	144

It appears from this table that the Schools in the Dacca District surpass those in the remainder of my Division, even more in quality than in quantity.

CIRCLE SCHOOLS.—The following table shews comparatively the number of these Schools on 30th April, 1862 and 30th April, 1863.

	On 30th April, 1862.				On 30th April, 1863.			
	No. of Circles.	No. of Patshalas.	No. of pupils.	Average cost of education of each pupil.	Number of Circles.	Number of Patshalas.	Number of pupils.	Average cost of education of each pupil.
				As. P.				As. P.
Dacca,	18	47	2,230	2 11	18	54	2,353	2 9
Burrisal,	5	13	659	2 11	8	18	768	2 3
Jessore,	6	15	415	5 3	6	14	645	3 1
Furreedpore,	4	11	550	2 7	4	11	494	2 11
	33	86	3,854	3 1	36	97	4,260	2 9

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No change has taken place during the year under report in the opinion I have formed respecting the success of the Circle System. Had it succeeded as well in every District of my Division as it has succeeded in the Dacca District, I would recommend the suspension of Grants-in-aid of Vernacular Schools and the substitution instead of a number of circles; but though Schools of this class are doing well in other Districts, considering their comparatively small cost to Government, they are still unable to compete with the Aided-Vernacular Schools in those Districts. The Circle Schools at Binda and Shenhatty in Jessore are, however, exceptions to this, for at the Vernacular Scholarship Examination, their students surpassed those educated in the Aided-Vernacular Schools of that District. A Circle (educating on an average 122 students) in my Division, costs in round numbers twenty-two rupees monthly to Government, I would willingly undertake to double the number of Circles in my Division and of pupils attending them *in one year*, if I were allowed twenty rupees monthly for every extra Circle established. I do not make this assertion rashly, I make it after a considerable amount of thought, and after frequent conversations with my Deputies on the subject.

FEMALE EDUCATION.—There is no subject which I approach with greater pleasure or with more hopefulness in the future than this. The following is a list of the Schools for girls and female adults which existed in my Division on the 30th April, with the amount of Grant to each from Government.

Reports of Inspectors of Schools.

Girls' Schools.	Zillah.	Number of students.	Amount of aid from Government.
Dacca, adult Female School, ..	Dacca.	36	Rs. 30
Bangla Bazar Girls' School, .	,,	42	
Bungow ditto, ..	,,	32	32
Lallbag ditto, ..	,,	31	
Khajoorah ditto, ..	Jessore.	14	9
Mungalipota ditto, ..	,,	10	10
Korehatty ditto, ..	Dacca.	15	To these fourteen Schools I allow Rs. 45 monthly from the fund for the improvement of Indigenous Schools. The first eight are also looked after by Circle Pundits.
Shologhur ditto, ..	,,	13	
Narandeah ditto, ..	,,	21	
Koomerbhog ditto, ..	,,	13	
Kolaparah ditto, ..	,,	10	
Bramingow ditto, ..	,,	11	
Chargow ditto, ..	,,	12	
Betka ditto, ..	,,	14	
Kamargow ditto, ..	,,	26	
Karikhal ditto, ..	,,	14	
Kaje'er Pagla, ..	,,	9	
Jaymontop ditto, ..	,,	11	
Sabadheah ditto, ..	,,	13	
Doyhatta ditto, ..	,,	19	
Pubna, adult and girls' ditto,	Pubna.	61	Has applied for a grant-in-aid.
Coomarkhali ditto, ...	,,	29	Ditto.
Pulwa Magoorah ditto, ...	Jessore.	20	No aid.
Bakabhobanipore, ..	,,	14	Has applied for a grant-in-aid.
Rarooli ditto, ..	,,	10	No aid.
Mamdipore ditto, ..	Mymensingh.	9	No aid.
		496	

It thus appears that there are now almost five hundred girls receiving education in my Division, that three hundred and forty of these attend Schools in the Dacca District, but that in the Jessore and Pubna Districts there is also good reason for hope. Though I should like to write particularly about many of these Schools, I fear trespassing too much, and I will therefore confine my remarks to the two most interesting Schools amongst those just mentioned, viz., the Dacca Adult Female School and the Pubna School for girls and adults.

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These Schools are without doubt the most interesting, inasmuch as they are attended by ladies of from twelve to forty years old. The early age at which the girls who used to attend our Schools married and ceased from their studies, has been hitherto the great bar to the advancement of the pupils in these Schools. This difficulty also was found to come more in the way of town than of village Schools, for though two or three married girls were, as a general rule, to be seen in each of the village Schools, no girl remained in the city Schools after marriage.

Dacca Adult Female School.—The Adult School in Dacca has, however, to a certain extent supplied the desideratum. It is now no longer necessary for the girls of the Bangla Bazar School to close their books when they marry, they now seek admission and continue learning in the Adult School. The following table gives some interesting information respecting the pupils attending this School in January last; there were then twenty-one pupils in the adult department, there are now twenty.

Total number attending the adult department in January, 1863,	21
Number whose husbands were alive,	20
Number of widows,	1
Number of mothers,	9
Age of youngest student in this department,	8 years.
Age of the eldest student,	40 years.

I am not permitted to visit this School, but I have seen the hand-writing of the pupils, and the number of pages read in the different classes, and I have no hesitation in stating that I consider the results attained satisfactory.

Puddá Female School.—This School is conducted by a very respectable Brahmin lady of high scholastic attainments. She

has generally undertaken the duty of instructing all of her own sex who come to her house. The School is held both in the morning and the evening. It educates women of advanced age as well as girls whose ages vary from five to eleven. It is hoped that some of the former class will be able and willing to discharge the duties of School-mistresses in the course of a year or two. Being conducted by a Brahmin lady it commands the confidence of the women of the neighbourhood, and is attended by sixty-one pupils of all ages. The thanks of the Educational Department are due to the noble-minded lady who is doing so much for the enlightenment of her sex, and it gives me great pleasure to state here the obligations under which I feel myself to Bama Soondary.

Female Normal School.—In my Report last year I stated that the want of mistresses was a great obstacle in the way of the establishment of female Schools, and that were mistresses available, I should expect to hear at once both of the establishment of many female Schools and of the spread of zenana teaching in my Division. It was, however, a difficult matter to determine how these mistresses were to be obtained and it was only after a considerable amount of correspondence on the subject that you considered yourself justified in recommending the establishment of a Female Normal School for one year as an experiment. The sanction of the Government of India to the proposal was obtained on the 27th March last, and the School only opened on the 11th of May. Any report of the School at present would be premature, inasmuch as it was not in existence during the year under review, but it may not be out of place to state that there would have been no difficulty in obtaining twice as many stipend-holders as I was allowed to entertain, and that though I was obliged at the first commencement to lower somewhat the standard of candidates for stipends, yet I have been able to get four women who can

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read Bodhodoy and in the other cases I have given a smaller stipend than was authorized to make up for the smaller acquirements obtained. There are at present in the School, two Christians, one Brahminee and one Kayasthee, all the others are Byragenees against whose character nothing bad can be discovered.

NIGHT SCHOOLS.—There are at present ten night Schools in my Division against two of last year. They are all intended to teach men of advanced years who are occupied with their own business during the day. Those Schools which have been established during the year are working well at present, but I am waiting to see whether they are likely to be permanent before asking Government to contribute anything towards their support. Night Schools are situated in the city of Dacca and in Nohatta in the Dacca district, in the villages of Benda, Payagram, Moolghur and Noral in Jessore; and of Bhangah, Dhancora, Shemolea and Manickgunge in the Furreedpore subdivisions. In these Schools there are about 170 students taught who would not be under instruction if these Night Schools did not exist.

PRIVATE SCHOOLS.—Most of these Schools have been established with a hope of obtaining Government aid, and few of them continue for more than a few months unless they do receive this aid quickly. I hope that for the future, money will be available *at all times* to grant aid to those Schools which apply, and are likely to prove an advantage to their neighbourhood, but hitherto the frequent intervals which have passed away without the power of granting aid has been a serious obstacle in the way of these Schools.

BANGLA BAZAR SCHOOL (DACCA).—An exception to the other Private Schools, inasmuch as it has continued to be self-supporting for many years, is the Dacca Bangla Bazar School. It has at present on its rolls 208 students, though it has the

disadvantages of competition with the Collegiate School and the Pogose Aided School. It sent up nine candidates to the last Entrance Examination, five of whom passed in the second Division. Two of these lads failed to be classed in the first Division for want of only a very few marks, and they both obtained Scholarships.

BRAHMO SCHOOL.—The only other private School which I will mention is the Brahmo School. This School has been established by the followers of the Brahmo religion with the object of imparting a first rate secular education combined with instruction in the tenets of their religion. As the School is likely to prove one of the best Vernacular Schools in my Division, I recommended a Grant-in-aid to it, and since the commencement of the present year the aid has been sanctioned.

INDIGENOUS SCHOOLS.—In my Division, except in the Jessore and perhaps Pubna zillahs, Guru Mahasoy Patshallas similar to those in the Central and South-Western Divisions do not exist. Sircars do teach for a few months of the year, when they have nothing else to do and no other way of earning money, some few lads collected in a village in which they settle, whilst the country is under water; but they seldom succeed in collecting more than ten or twelve pupils, and never continue teaching for more than a few months at a time. It is therefore impossible to set about improving such Schools, but they would be a good ground-work to commence with, if I were allowed to establish thirty or forty extra circles in my Division. The past year has been one in which these indigenous Schools have come more under the notice of the Inspectors than in any previous year. As you are aware, I traversed the whole of my Division with the special view of determining whether there was a probability of succeeding in my Division in introducing the amended scheme for improving indigenous

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Schools. For some time I had little hopes of success, till I at last found in the Jessore district a good field for trying the experiment. The scheme is at work now in my Division, but as an Inspector has been appointed for the special purpose of working the system, it would be out of my province to refer to the probability of success. I believe, however, myself that we cannot hope to force education at once amongst the mass of the people, but that time alone will be able to effect this, as it is undoubtedly doing at present, inasmuch as the majority of those at present under instruction in our Schools belong to a class who never attended them five years ago, and I have no doubt but that our Schools in five years will be filled with a class of students who at present never think of going to the School.

Deputy Inspectors.—During the year under report, it was found necessary to dispense with the services of one of the Deputy Inspectors in my Division. In his stead Baboo Bistoo Chandra Mookerjee, a most efficient man, who has given me every satisfaction, has been appointed. All the other Deputy Inspectors with one exception have worked successfully and well during the year under report. Baboo Kasseekant Mookerjee still holds the first place amongst them.

The work done by Deputy Inspectors is exhibited in the following tables :—

Districts.	No. of visits paid to Schools during the year.	Number of miles travelled.	Books sold.	Price of books sold.		
Dacca, ..	401	2,636½	6,329	2,199	6	6
Furreedpore, ..	270	1,803	3,128	1,058	9	0
Mymensingh, ..	137	1,7[illegible]½	237	Not known.		
Nuddea and Jessore, ..	64	811	48	12	12	Appointed in January, 1863.
Commillah and Sylhet,	51	1,792	No Book Agency.			Appointed on 12th May, 1862 to a district without Schools.
Burrisal. ..	175	1,91[illegible]	No returns received.			

Reports of Inspectors of Schools.

SANSCRIT TOLES.—There is a class of indigenous Schools of a most important kind, for which nothing has been I believe as yet attempted in Bengal, certainly not in my division. I allude to the toles in which lads are boarded, lodged, clothed and taught Sanscrit without paying any fee whatsoever. Of this class of Schools there are in my Division known to my deputies about three hundred, in which there are at present about two thousand pupils. These Schools are at present the strongholds of superstition, and anything done to improve them would be a great assistance in the work of spreading education. Mr. Adam writing of these Schools says, "Their teachers and students are a highly venerated and influential portion of native society, and although as a body their interests may be opposed to the spread of knowledge, yet their impoverished circumstances would make them ready instruments to carry into effect any plan that should not assail their religious faith." What Mr. Adam wrote many years ago, is quite true at the present day, and some means ought I think to be adopted for the purpose of improving these Schools. I do not feel prepared just at present to make any recommendation on the subject, but I take this opportunity of giving the following extracts from a letter addressed to me on the subject by the Deputy Inspector of Dacca, whose opinion I asked respecting the possibility of improving these Schools. "Highly venerated as they are, the professors of Sanscrit are still a highly neglected and impoverished class. Deprived of the assistance which a native Government once accorded to them, they support themselves by the presents they receive at great religious ceremonies and *shrads*. They likewise go out in the rainy season from district to district, asking alms of the rich by flattering their vanity and by means which they themselves secretly detest. Limited as their resources are, they are obliged to support their students, and the charge of doing so

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has within the course of the last few years nearly doubled itself. The consequence therefore is, that most of these pundits have run into debt and are often obliged to give up their toles and with it their means of subsistence, for pundits without toles are never invited and are hardly considered as objects of charity.

"Their absence from home during the rains, necessarily interferes with the study of their students, and if we reckon the other holidays which are generally given, the pupils of these pundits, on the whole, do not study for more than six months in a year. Hence the length of time they invariably require to complete their course, a defect increased by the crude system of study pursued in these institutions. Those who study grammar have nothing to do with any literary work, and those who learn logic and ethics, stick so closely to it, that they soon find it tasteless. They have not that variety of study which secures attention without satiety, and developes the compound nature of man, giving a healthy exercise to all his various functions.

"To improve their condition I would propose that Sanscrit literary works be introduced, and that they should likewise study approved Bengali works, being both original works and works translated from Sanscrit and European authors, which do not treat of religious topics, and also arithmetic.

"1st. Sanscrit literary works should be introduced in proportion to the wants of the different toles. In those where grammar is studied, a large infusion of it may be given, whereas a comparatively small one must be added to others.

"2nd. However profound the researches of a pundit may be in Sanscrit, it is too well known that he is not a Bengal scholar. The idioms of the two languages are so different that a pundit attempting to write in Bengali will do it in a style similar to that of a student of a bad English School when he attempts to translate an English sentence, *word for word*

Reports of Inspectors of Schools.

into Bengali. They have, however, all those elements which will enable them to acquire it without difficulty. Hence the great success of those who joined the Normal School from these toles.

"3rd. The pundits of these Schools lack such common sense as enables a man to push his fortune in the world. Arithmetic proposes to supply the *desideratum*.

"This is all that we can at present expect, but this coupled with the circumstance of their coming in contact with the Deputy Inspectors from time to time, will gradually prepare them to receive *in time*, History and Geography, which will fully open their eyes and shake off their prejudices.

"The advantages I expect may be summed up as follows:—

"1st. A taste of Sanscrit literature will make them better admirers of nature, and will prepare their minds for the reception of liberal opinions. Its study will likewise enable them to learn grammar better and sooner.

"2nd. With all its recent improvements, Bengali has not yet assumed all the properties of a recognized language. Well read Sanscrit pundits, when they have once learnt to express themselves with facility in Bengali, will naturally feel inclined to translate Sanscrit works into Bengali and the ready market which every Bengali work now finds, will tempt them to do so. In the course of translation they will have to coin new Bengali words and having the Sanscrit at their full command, they will never be at a loss for an applicable word. They will do it with far greater facility than the common run of authors at present, who for every new word have to resort to a Vydiasagar. Thus the Bengali language will be greatly enriched, and the dark but rich recesses of the Sanscrit brought more into light.

"3rd. Opposition in advancing the present system of instruction and in furthering the cause of social reformation

arises entirely from these pundits, but *if* they can once be gained over and afterwards reformed, *great and permanent good must arise.* * * * * * * *

* * * * * * * *

"4th. All the learning; divine and human of the Hindus, is written in Sanscrit. It is therefore necessary to take advantage of its vast literature for the moral and intellectual regeneration of India. If so, the right hand of aid must be extended to those who can alone effectually wield its powers and by patronage and conciliation, we must obtain their willing co-operation.

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"The pundits will gratefully receive all the encouragement that Government may be willing to bestow. I have received repeated assurances from many pundits, that they have no objection to any reasonable plan we may make for their improvement, provided they are *in part* relieved from the task of begging from door to door.

* * * * * * * *

"To carry out all these desirable improvements, it will be necessary to give a reward of Rupees 5 on an average to each of the toles under conditions,—

"1st. That they should adopt such subjects and books as have been stated above.

"2nd. That they should not go out in the rainy season to beg; but that they should be allowed a month's leave during the Dosora and be allowed to attend festivals and *shràds* when invited.

"3rd. That they should keep a register of attendance of their students and of themselves.

"4th. That their Schools should be open to inspection by Government officers.

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"There are (71*) seventy-one good toles in my district. The average number of pupils in each is between 6 and 7. The highest number in a tole being 22 and the lowest two. These are regularly held and are the best of their kind. Others likewise exist.

* In which Logic is the chief study,	13
,, Rhetoric,	29
,, Grammar,	28
Lately closed,	1
	71

"All the toles cannot at present be taken up. A few only, those close to Aided and Circle Schools may at first be adopted, and then, if the plan should work well, others may gradually be included."

"For the Dacca district, I would wish to have ten toles in the first year; fifteen in the second; twenty in the third; twenty-five in the fourth and fifth; so that for the first five years the average number of Schools per month is 19; and the sum required for their support is Rupees 95 per month; making the total expenditure per year to amount to Rupees 1140, so that the total expenditure for the first five years will be Co.'s Rs. (5,700) five thousand and seven hundred only.

"Small as this expenditure is, I feel quite convinced, that if the *complete regeneration* of the country is the ultimate object of Government, as it certainly is, efforts must be made to improve these pundits, either now or at a future date and that therefore the sooner the work is commenced with, the better."

The following tables shew the amount disbursed by Government on account of the different classes of Schools under my inspection, the amount of local contributions towards the support of the said Schools, and the amount realized from fees in each of these classes of Schools.

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Table shewing amount disbursed by Government in the South East Division :—

Zillah Schools, ... Rs.	18,980	13	7
Normal School, ...	10,966	5	6
Government Vernacular Schools, ...	1,663	3	10
Grant-in-aid Anglo-Vernacular Schools, ...	14,112	2	9
„ Vernacular Schools, ...	6,650	9	9
Indigenous Schools under improvement, ...	9,000	0	0
Total cost to Government Rs.	61,373	3	5

Table shewing the amount of local contributions in the South East Division :—

Grant-in-aid Anglo-Vernacular Schools, ...Rs.	14,112	2	9
„ „ Vernacular Schools, (about)	6,420	5	9
„ Private Schools under inspection (about,)	4,650	0	0
Approximation to total amount contributed locally towards support of Schools, ...	25,182	8	6

Table shewing the amount realized from fees in the South East Division :—

In the Zillah Schools of South Eastern Division,	16,929	7	9
In the Normal School, ...	69	11	3
In Government Vernacular Schools, ...	1,321	15	6
In Grant-in-aid Anglo-Vernacular Schools, ...	11,180	7	9
In Grant-in-aid Vernacular Schools, ...	2,778	15	3
In Indigenous Schools under improvement (about,)	6,408	0	0
In Private Schools under inspection (about,)	6,750	0	0
Approximate amount realized from fees, ...	45,438	9	6

I have the honor to be, Sir,

Your most obedient Servant,

RICHARD L. MARTIN, M. A.

Inspector of Schools, South East Division.

Reports of Inspectors of Schools.

Classification of Schools in the South East Division.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
			Rs. A. P.	Rs. A. P.
GOVERNMENT ZILLAH SCHOOLS.				
Burisal,	Excellent,	229	98 5 11	0 8 9
Fureedpore,	Excellent,	97	222 5 1	3 3 2
Mymensing,	Excellent,	207	193 8 8	1 5 6
Comilla,	Good,	189	211 14 1	1 3 11
Pubna,	Good,	124	196 11 3	2 7 10
Chittagong,	Good,	254	250 4 8	1 6 4
Jessore,	Good,	145	190 9 9	1 9 4
Noakhali,	Good,	70	218 0 0	4 4 11
NORMAL SCHOOL.				
Dacca Normal School,	Good,	135	913 13 9	9 5 2
Dacca Model School,	Excellent,	183	49 1 6	0 5 6
GRANT-IN-AID ANGLO-VERNACULAR SCHOOLS.				
In Dacca.				
Pogose,	Excellent,	408	60 0 0	0 3 7
Kalipara,	Good,	110	50 0 0	0 9 3
Tagooriya,	Good,	74	30 0 0	0 6 2
Rosel,	Fair,	72	25 0 0	0 8 1
Bohur,	Fair,	64	20 0 0	0 5 4
Barodi,	Fair,	56	25 0 0	0 7 4
Palash,	Moderate,	41	17 0 0	0 14 5
Nawabgunj,	Moderate,	71	25 0 0	0 5 9
Srinagor,	Moderate,	119	30 0 0	0 4 4
Lohajung,	Moderate,	37	20 0 0	0 14 2
In Fureedpore.				
Dassora,	Good,	116	60 0 0	0 15 7
Shemolia,	Fair,	40	20 0 0	0 12 1
Manikgunj,	Fair,	64	23 0 0	0 7 6
Shaetghur,	Moderate,	46	24 0 0	0 9 9
Saidpore,	Moderate,	26	15 0 0	0 14 11
Madhubpore,	Indifferent,	24	15 0 0	1 [illegible] 10
Baliati,	Unclassed,	64	35 0 0	*
Modhukhali,	Unclassed,	13	20 0 0	1 15 0
Jaladi,	Bad,	24	12 0 0	0 10 8

* Lately opened.

South East Division, Mr. Martin.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.			Cost to Government of each boy per mensem.		
			Rs.	A.	P.	Rs.	A.	P.
In Pubna.								
Koomarkhali, ...	Excellent,	95	80	0	0	1	2	9
Korukdi, ..	Fair,	19	25	0	0	0	13	9
Kururiya, ...	Moderate,	38	35	0	0	1	2	8
Padamdee, ..	Unclassed,	22	20	0	0		*	
In Jessore.								
Naral, ...	Good, ..	109	97	0	0	1	5	1
Khoolna, ...	Good, ..	77	60	0	0	0	15	6
Magoora, ..	Fair, ..	97	35	0	0	0	10	3
Paluya Magoora, ..	Fair, ..	61	50	0	0	1	0	3
Kotchandpore, ...	Moderate,	50	40	4	0	1	0	7
Katpara, ...	Indifferent,	26	30	0	0	1	1	6
In Burisal.								
Khaliya, ...	Fair, ..	73	20	0	0	0	5	7
Rayerkhati, ..	Moderate,	45	30	0	0	0	12	7
Jalabari, ...	Moderate,	100	30	0	0	0	3	2
Basanda, ...	Indifferent,	51	30	0	0	0	13	2
In Mymensing.								
Jamalpore, ...	Moderate,	127	18	0	0	0	4	3
Sherepore, ...	Moderate,	60	28	8	0	0	11	4
Hybatnagor, ...	Moderate,	81	25	0	0	0	4	11
Attarobari, ...	Bad, ..	20	9	8	0	0	8	6
Ramgopalpore, ..	Bad, ..	33	50	0	0	2	0	9
In Sylhet.								
Shaikghat, ...	Fair, ..	97	150	0	0	1	0	5
Nayasharrak, ...	Fair, ..	100						
Chattak, ...	Moderate,	38	27	0	0	0	12	8
Ajmeergunj, ...	Moderate,	20	25	0	0	0	13	4

* Opened in April.

Reports of Inspectors of Schools.

Name of School	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
			Rs. A. P.	Rs. A. P
In Comilla.				
Hajigunj, ...	Fair, ...	41	20 0 0	0 7
Moradnagor, ...	Indifferent,	36	18 0 0	0 6
In Chittagong.				
Meer Hya (Patiya) ...	Moderate,	128	50 0 0	0 2
GOVERNMENT VERNACULAR SCHOOLS.				
Mymensing, ..	Excellent,	225	65 0 0	0 5
Jessore, ...	Moderate,	82	19 0 0	0 8
Srecole (late Fazilpore), ..	Moderate,	63	20 0 0	0 4 1
Bhanga, ...	Moderate,	40	15 0 0	*
GRANT-IN-AID VERNACULAR SCHOOLS.				
In Dacca.				
Maijpara, ...	Excellent,	82	16 0 0	0 2
Kookootiya, ...	Excellent,	59	10 0 0	0 3
Dhamrai, ..	Excellent,	131	20 0 0	0 3 1
Aminpore, ...	Excellent,	32	11 0 0	0 7
Meerpore, ...	Excellant,	49	15 0 0	0 7
Hashara, ...	Good, ..	51	12 8 0	0 3
Oolail, ...	Good, ..	37	12 8 0	0 9
Dhooptara, ...	Good, ..	29	10 0 0	0 7 1
Majhena, ...	Fair, ..	27	10 0 0	0 8
Jaimantap, ...	Fair, ..	45	12 8 0	0 5
Jainshar, ..	Fair, ..	40	10 0 0	0 8
Malkhanagor, ...	Fair, ..	69	10 0 0	†
Kandah, ...	Fair, .	44	17 0 0	0 6
Barikhali, ...	Fair, ..	56	12 8 0	0 4
Sharuleya, ...	Fair, ..	31	10 0 0	0 5
Bhagyacul, ...	Fair, ...	63	20 0 0	0 3
Birooliya, ...	Moderate,	26	10 0 0	0 3 1
Badda, ...	Indifferent,	24	10 0 0	0 6
Nayabari, ...	Indifferent,	21	20 0 0	†

* Newly opened. † Grant not drawn. ‡ Just established.

South East Division, Mr. Martin.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.			Cost to Government of each boy per mensem.		
			Rs.	A.	P.	Rs.	A.	P.
Girls' Schools.								
Bangalabazar,	Moderate,	42	32	0	0	0	7	11
Banga,	Moderate,	32				0	10	0
Lalbagh,	Moderate,	31				0	5	3
Adult Female,	Indifferent,	36	30	0	0	1	0	0
In Fureedpore.								
Fureedpore,	Excellent,	101	22	0	0	0	3	5
Baniajoori,	Excellent,	44	10	8	0	0	3	7
Panor,	Good,	26	12	8	0	0	10	6
Algi,	Good,	26	11	0	0	0	10	9
Dhancora,	Good,	35	20	0	0	0	3	2
Dadraki,	Good,	34	10	0	0	0	5	8
Khalsi,	Good,	26	8	0	0	0	6	0
Baniboho,	Fair,	53	10	0	0	0	7	3
Sribari,	Fair,	67	11	8	0	0	2	5
Singair,	Fair,	39	10	0	0	0	3	0
Lakicol,	Fair,	20	5	0	0	0	6	2
Khardia,	Moderate,	26	10	0	0	0	4	5
Nattakholla,	Moderate,	31	7	0	0	0	1	9
Janpore,	Moderate,	16	15	0	0	1	4	4
Gati,	Bad,	28	12	0	0	0	11	5
In Mymensing.								
Kandi-oora,	Good,	75	11	8	0	0	2	4
Pathroyl,	Good,	44	10	0	0	0	3	6
Kalabadha,	Moderate,	72	15	0	0	0	2	3
Mandipore,	Moderate,	39	8	8	0	0	4	7
Kanihari,	Moderate,	43	8	0	0	0	2	6
Baniafour,	Moderate,	50	9	0	0	0	2	3
Bashi,	Moderate,	46	9	0	0	0	4	10
Arra,	Moderate,	32	8	0	0	0	6	7
Baropara,	Bad,	26	12	0	0		*	
Sutterpore,	Bad,	20	12	0	0	0	6	8
Dapooniya,	Bad,	32	12	0	0	0	6	8

* Grant not drawn.

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.			Cost to Government of each boy per mensem.		
			Rs.	A.	P.	Rs.	A.	P.
In Pubna.								
Hatooriya,	Good,	70	15	0	0	0	3	10
Dhooljana,	Good,	81	15	0	0	0	3	3
Chapra,	Fair,	42	15	0	0	0	5	3
Khetoopara,	Fair,	69	17	0	0	0	3	2
Dhobakholla,	Moderate,	58	15	0	0	0	5	5
Koomarkhali,	Moderate,	39	11	0	0	0	4	1
Chaitrahati,	Moderate,	20	10	0	0	0	7	9
Pubna,	Moderate,	157	10	0	0	0	1	10
In Jessore.								
Naral,	Good,	85	27	0	0	0	6	0
Moolghur,	Fair,	48	14	0	0	0	4	11
Bakabhobanipore,	Moderate,	25	10	0	0	0	7	4
Khajura Girl's,	Moderate,	14	9	0	0	0	10	4
In Comilla.								
Comilla,	Fair,	105	15	0	0	0	3	8
Dharora,	Unclassed	*						
In Chittagong.								
Meerhya,	Moderate,	115	50	0	0	0	3	1
In Burisal.								
Burisal,	Good,	114	30	0	0	0	5	4
Pachchur,	Fair,	37	14	0	0	0	2	1
ATTACHED ENGLISH SCHOOLS.								
In Dacca.								
Dhamrai,	Moderate,	32						
Maijpara,	Moderate,	21						
Konda,	Moderate,	12						
Malkhanagor,	Moderate,	16						
Kookootiya,	Indifferent,	24						
Bhagyacul,	Indifferent,	19						
Aminpore,	Indifferent,	7						
Oolail,	Indifferent,	5						

* Return not received.

South East Division, Mr. Martin.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each pupil per mensem.
			Rs. A. P.	Rs. A. P.
ATTACHED VERNACULAR SCHOOLS.				
In Dacca.				
Barodi, ...	Excellent,	37		
Bohur, ...	Good, ..	32		
Sreenagor, ...	Good, ..	68		
Nababgunj, ...	Good, ...	39		
Palash, ...	Good, ...	27		
Rosel, ...	Fair, ...	40		
Lohajunj, ...	Fair, ...	16		
In Fureedpore.				
Dassora, ...	Fair, ...	71		
Shimoliya, ...	Fair, ...	40		
Baliati, ...	Fair, ...	64		
Jalaldi, ...	Fair, ...	24		
Manikgunj, ...	Fair, ...	47		
Shaetghur, ...	Fair, ...	46		
Korukdi, ...	Indifferent,	19		
Modhookhali, ...	Unclassed,	13		
Padamdi, ...	Unclassed,	22		

Reports of Inspectors of Schools.

CIRCLE SCHOOLS.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.
In Dacca.				
Kachadiya, ...	Kachadiya, I. ...	Excellent,	61	7 8 0
Kalipara, ...	Kachadiya, II. ...	Excellent,	112	8 12 0
Brahminga, ..	Brahminga, I. ...	Excellent,	47	7 14 0
Kola, ...	Kola, I. ...	Excellent,	71	6 8 0
Sholaghur, ..	Sholaghur, I. ...	Excellent,	54	6 8 0
Shooboodiya, ...	Shooboodiya, I. ...	Excellent,	55	9 0 0
Lalbagh, ...	Lalbagh, I. ...	Excellent,	72	10 12 0
Khorhati, ...	Brahminga, II. ...	Excellent,	49	7 14 0
Koomarbhog, ...	Koomarbhog, I. ...	Excellent,	78	7 7 4
Beertara, ...	Kola, II. ...	Good, ...	37	6 0 0
Tarpasha, ...	Kachadiya, III. ...	Good, ...	59	7 8 0
Kanakshar, ...	Kanakshar, I. ...	Good, ...	33	6 0 0
Bojerjogney, ...	Kuska, III. ...	Good, ...	71	6 4 0
Rousaniya, ...	Rousaniya, I. ...	Good, ...	65	7 1 4
Pachdona, ...	Pachdona, I. ...	Good, ...	41	6 0 4
Shansidi, ...	Shologhur, II. ...	Good, ...	49	6 0 0
Shakaribazar, ...	Bunga, I. ...	Good, ...	92	9 6 4
Shemoliya, ...	Shemoliya, I. ...	Good, ...	47	7 14 0
Narasiya, ...	Narasiya, I. ...	Good, ...	[illegible]	6 8 0
Feringhibazar, ...	Cusba, II. ...	Good, ...	[illegible]	5 13 0
Baitka, ...	Baitka, I. ...	Good, ...	[illegible]	6 0 0
Begumbazar, ...	Begum Bazar, II. ...	Good, ...	57	8 0 0
Night School, ...	Begum Bazar, I. ...	Good, ...	21	6 8 0
Bhatpara, ...	Pachdona, II. ...	Good, ...	40	6 0 0
Haldi, ...	Kanakshar, III. ...	Fair, ...	41	5 9 4
Baliga, ...	Baliga, I. ...	Fair, ...	39	6 0 0
Kanakshar, ...	Kanakshar, II. ...	Fair, ...	27	5 8 0
Ekramppre, ...	Bunga, II. ...	Fair, ...	26	5 8 0
Kusba, ...	Kusba, I. ...	Fair, ...	51	6 11 0
Kolapara, ...	Koomarbhog, II. ...	Fair, ...	54	7 7 0
Nayahati, ...	Shemoliya, II. ...	Fair, ...	57	7 14 0
Cheergao, ...	Rousaniya, II. ...	Fair, ...	28	6 4 0
Tantar, ...	Kola, II. ...	Fair, ...	34	6 0 0
Autshahi, ...	Baitka, II. ...	Fair, ...	47	5 6 0
Dohar, ...	Narisa, II. ...	Fair, ...	35	6 4 0
Cordoo, ...	Narandiya, III. ...	Fair, ...	58	6 0 0
Kachaiel, ...	Baitka, III. ...	Moderate,	39	5 6 0
Baniadi, ...	Pachdona, III. ...	Moderate,	34	5 10 6
Goispore, ...	Pachdona, IV. ...	Moderate,	33	5 10 6

South East Division, Mr. Martin.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem. Rs. A. P.	
In Dacca, (Continued).					
Mandair, ...	Shoeboodiya, II. ..	Moderate,	52	5	6 4
Juslunj, ...	Baliga, III. ...	Moderate,	21	5	2 4
Harpara, ...	Shologhur, III. ...	Moderate,	22	5	12 0
Dabinagor, .	Narisa, III. ...	Indifferent,	32	5	0 0
Kagajitola, ..	Naraindiya, II. ...	Indifferent,	79	6	2 8
Tanjaibari, ..	Baliga, II. ...	Indifferent,	41	5	3 0
Dhamila, .	Shemoliya, III. ...	Indifferent,	24	5	0 0
GIRLS' SCHOOLS IN CIRCLES.					
In Dacca.					
Khorhati, ..	Brahminga, III. ...	Moderate,	14	3	6 0
Naraindiya, ...	Naraindiya, I. ...	Moderate,	21	4	14 0
Koomarbhog, ...	Koomarbhog, IV. ...	Indifferent,	13	3	4 0
Kolapara, ...	Koomarbhog, III. ...	Indifferent,	10	3	3 0
Brahminga, ...	Brahminga, IV. ..	Indifferent,	11	2	2 0
Cheergao, ..	Rousaniya, III. ..	Indifferent,	12	3	0 0
Baetka, ...	Baetka, IV. ...	Indifferent,	14	3	0 0
In Jessore.					
Senhati, ...	Senhati, I. ...	Excellent,	115		
Binda, ...	Binda, I. ...	Good, ...	44		
Barakhaliya, ..	Binda, II. ...	Good, ...	33		
Chotakhaliya, ...	Binda, III. ...	Fair, ...	61		
Chandani, ...	Senhati, II. ..	Moderate,	35		
Kadaliya, ...	Khajura, I. ...	Moderate,	55		
Doorgapore, ...	Khajura, II. ...	Moderate,	36		
Payagram, ...	Payagram, I. ..	Moderate,	52		
Gobra, ...	Khajura, III. ...	Indifferent,	46		
Rairgram, ...	Rairgram, I. ...	Indifferent,	36		
Sharuliya, ...	Rairgram, II. ...	Indifferent,	37		
Damoodar, ...	Payagram, II. ...	Indifferent,	75		
Pagla, ...	Pagla, I. ...	Bad, ...	9		
Bahirdiya, ...	Pagla, II. ...	Bad, ...	11		

Returns inaccurate.

Reports of Inspectors of Schools.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.
				Rs. A. P.
In Fureedpore.				
Kristapore,		Good,	48	
Tapakhola,		Good,	40	
Gobindpore,		Good,	24	
Brahmindi,		Good,	50	
Abdollahbad,		Good,	36	
Paripore,		Fair,	41	
Goalchamat,		Fair,	38	
Bhodrokanda,		Fair,	24	
Soidpore,		Fair,	25	
Rajapore,		Moderate,	15	
Khaleelpore,		Moderate,	59	
Taljuri,		Bad,	48	
In Burisal.				
Lakhatiya,		Fair,	29	Returns inaccurate.
Kashipore,		Fair,	19	
Gaba, I.		Fair,	65	
Kaloopara,		Fair,	55	
Guila,		Fair,	62	
Rajnagor, I.		Fair,	49	
Rajnagor, II.		Fair,	37	
Ponabaliya,		Fair,	32	
Koolkali,		Fair,	28	
Eloshar, I.		Fair,	30	
Eloshar, II.		Fair,	28	
Goba, II.		Moderate,	48	
Ranamati,		Moderate,	48	
Kgora,		Moderate,	45	
Joygor,		Moderate,	46	
Nulcheera, I.		Moderate,	45	
Nulcheera, II.		Moderate,	42	
Koilas Gram,		Moderate,	60	

South West Division, Mr. Medlicott.

FROM

THE INSPECTOR OF SCHOOLS,

South West Division.

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

Midnapore, dated the 17th June, 1863.

SIR,

I HAVE the honor to submit the usual report on the condition and progress of education in the South West Division of Bengal,

Having had to carry on the current duties of an Inspector of Schools, in the Central as well as in the South West Division until June, 1863, I found myself unable to go much among the Schools under my charge, so that my knowledge of the different districts in the South West Division is derived mainly from tours of inspection made within the last four months.

You will see by the following tabular statement the numbers and grades of the schools under my inspection.

Description of Schools.	1861-62.		1862-63.		Cost of each pupil to Government per month.	
	Schools.	Pupils.	Schools.	Pupils.	1861-62.	1862-63.
Government Zillah Schools,	9	1,249	8	1,213	Rs. 1 7 11	Rs. 1 4 11
„ Vernacular „	23	898	23	1,282	0 6 10	0 5 5½
„ Model „	13	1,007	13	1,014	0 8 4	0 8 3
Grant-in-Aid Anglo-Vernacular „	28	1,891	38	2,184	0 10 10	0 8 3
„ Attached „	9	243	10	308		
„ Vernacular „	47	2,049	51	1,972	0 4 3	0 3 10
„ Missionary Orphanage „	...	.....	1	16	.....	1 2 6
„ Girls' „	1	22	8	193	.....	0 2 9
Indigenous Schools under inspection in Burdwan,	29	1,471	14	725	0 0 11	0 0 9½
„ in Midnapore,	19	493	14	381	0 1 3	0 1 0
„ in Pooree,	7	211	7	211		
Total,	185	9,299	187	9,499		
Opened during the year,	...	.....	23	1,123		
Transferred, abandoned and closed,	...	.....	21	923		

South West Division, Mr. Medlicott.

The Sumbulpoor School has been transferred to the Central Province.

You are aware that a sum constituting the unappropriated accumulation of a grant given in 1857 for the improvement of the Indigenous Schools was spent by your orders in the Burdwan district, in making an experiment on the training of village School Masters and in rewards to them and their schools.

None of the balance remained available within the year 1862-63, so that we had only the original monthly allowance of Rupees 37-8 to devote to the Indigenous Schools. As a necessary consequence we had to withdraw our aid from 20 Patshalas, some at least of which have been brought under the influence of the Burdwan Guru Training School.

Thus although 23 new Schools have been opened during the year in my Division, the apparent increase is only 2, and similarly though 1123 pupils have been added to our rolls, this number appears as 200 only.

You will also observe that the cost of each pupil to Government, is a little less in each grade of School than it was last year.

ZILLAH SCHOOLS.

CHOTA-NAGPORE.—There were 67 boys on the rolls of this school at the end of the last year, and 71 at the close of this year.

With regard to the standing of the higher classes it is a matter of regret that the best boys cannot be induced to present themselves as candidates at the Calcutta University Entrance Examination. There were last December two lads who had completed the Course, and who would, it is believed, have had a fair chance of success, but who were prevented from attending by the distance.

Reports of Inspectors of Schools.

I have not been furnished with the results of the annual examination. My own inspection satisfied me that the boys of those classes which are under the care of the Head Master are fairly taught, and I found several of the boys to be very intelligent. The average acquirement of the first class is quite equal to that of the first class of Zillah Schools in my Division. The condition of the lower classes is less satisfactory.

There is great difficulty in obtaining and retaining the services of well qualified Masters at Ranchee. No man from Bengal who can get employment at home can be tempted to travel so far even by double pay.

The School-house is an excellent one and the Library very good.

PURULIAH.—The annual report of this School has not reached me. There has been a decrease in the number of pupils on the rolls, notwithstanding which, both from my own observation and the verbal report of the Secretary, I believe the school is in a fairly prosperous condition. The Head Master is spoken of in the highest terms both by the Secretary of the Local Committee of Public Instruction and by the Commissioner of the Division, and I found the classes immediately under him to be well managed and shewing evidence of careful teaching. Here as at Ranchee, the junior teachers are not what they ought to be, and their classes are accordingly not in a satisfactory state.

BANCOORAH.—There are 226 boys on the rolls, 10 more than in the previous year. The Secretary reports that the Annual Examination shewed that generally satisfactory progress had been made by the classes. At the Calcutta Entrance Examination, however, only one boy was successful. The attendance has been better than in previous years.

When I visited the School, the Annual Examinations were going on, I consequently saw less of it than I should other-

wise have done, but from the answering of the boys in the different classes, I judged them to be fairly up in the various subjects. The School-house is a very fine building, and the library excellent.

BEERBHOOM.—The number of pupils is greater by 18 than it was last year. Eight boys presented themselves at the last Calcutta University Entrance Examination, six of whom succeeded, all being placed in the Second Division.

The Secretary reports that the School has been well and successfully managed during the year: the number of pupils has increased, and the several classes have made steady progress. The result of the Annual Examination was generally creditable, and the conduct of the Masters has been generally satisfactory to the Local Committee. The Secretary particularly praises the Head Master, to whose judgment and temper he attributes, in a great measure, the prosperity of the School. The centre room of the School-house is to be enlarged this year, so as to afford a hall 60 ft. by 18.

The library has been thrown open to the public by the Local Committee, and it is frequented much by the townspeople as well as by the Masters and pupils of the School. The result of my own inspection of the School was highly satisfactory; it seems to me well conducted, and the junior classes are better looked after than is often the case.

BALASORE.—The number of boys on the roll at the end of the last year was 70, this year 64. The diminution is ascribed by the Secretary chiefly to recent reductions in the Government establishment at the station. Two candidates from the School presented themselves at the Calcutta University Entrance Examination. Both failed; but one of the junior Masters, who had been until recently a student in the School, succeeded.

The Annual Examination was held in October and the Secretary reports the opinion of the examiners to be that fair

progress had been made during the year. The examiner in Bengali remarks of the first class that the boys "do not appear to have paid much attention to this branch of their studies." One of the candidates who failed at the Entrance Examination broke down in Bengali. The result of this is, that the boys now preparing for next year have selected Uryah as their Second Language, in which it is said that no one has yet failed.

The Secretary reports favourably of the conduct and efficiency of the Masters.

The School-house is the worst Government Zillah School-house in my Division, it is deficient in accommodation, ill-ventilated and very badly situated. The Committee have I believe more than once asked for a new house.

The Library is in very good condition.

POOREE.—The number of boys on the rolls is exactly the same as it was at the end of the previous year. The Secretary reports that the attendance has been pretty regular, and that the Masters have also been regular and zealous in the discharge of their duties. Three boys presented themselves as candidates for the Entrance Examination, and one passed in the Second Division.

The results of the Annual Examinations are reported to have been generally satisfactory. The Secretary remarks in his report that "the only class of natives who take any interest in, or "send their children to the School are the Amlah ..... An "English education enables their sons to get better appoint-"ments ..... The other influential members of the com-"munity, such as the pandahs, and men connected with the "temples, avoid the School, and so do, I have no doubt, much "harm to the cause of education in the district. They are the "leading men in native society here."

CUTTACK.—There were 21 more boys on the rolls of this School at the end of this year, than there were at the end of last; and the financial condition of the school is excellent.

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The School-house is a very good one and the general management of the School is commended by the Secretary.

The result of the Annual Examination was also satisfactory, and the progress of the classes was considered by the examiners to be fair. None, however, of the six boys who became candidates for the University Entrance Examination succeeded in passing. Three of them failed for a small number of marks in English, and the Secretary attributes the failure to the fact that the Annual School Examination took place so late in the year, that the boys had too short a time for final preparation after the class promotions had taken place. The Secretary states that the Committee are well pleased with the general conduct of the teachers.

"It is a satisfactory feature," he says, "which struck me "during my examination of the School, that several Uryah "boys are coming fast to the front ranks of the School. It "has long been a reproach thrown in the face of the Uryahs "and their friends, that they neither appreciate English educa- "tion, nor possess the aptitude for it which their Bengali rivals "do. There never was truth in the reproach, and it is satis- "factory to the Committee to observe that the Uryah boys "are making their way in the School notwithstanding the "disadvantage under which they labour. Out of 41 prizes "awarded in the different classes, 15 were carried off by Uryah "boys, against 26 taken by Bengalis, Mahomedans, and "others: this proportion is, I think, very good indeed."

MIDNAPORE.—This is the largest school in my division, there are 275 boys on the rolls, an increase of 5 over last year.

The School-house is a very poor one, it was originally built on a bad plan, badly lighted and ventilated, and rooms have been subsequently added for the accommodation of the gradually increasing number of pupils. Another will be added this year.

Skylights will also be opened, and an attempt made to improve the very bad condition of the roof.

Eleven boys from the School presented themselves at the Calcutta University Entrance Examination, of these 5 succeeded, two obtaining Junior Scholarships.

The gentlemen who undertook the task of conducting the annual examination reported favourably on the results, they considered that good general progress had been made.

The library is in good condition and much used by the teachers and boys.

* * * * *

GENERAL REMARKS.—The zillah schools under my inspection appear to me to work well, they are good schools, well conducted and useful institutions. But the want of trained teachers is generally visible. The classes are often not disposed in the rooms to the best advantage: generally speaking the teacher sits near the centre of the room, and the pupils round the walls. I have suggested to several local committees that they might economize space and gain other advantages by adopting the plan, common in Europe, of parallel benches rising gradually from the first one backwards, so that the teacher, sitting in front might face all his pupils at once. In some of the rooms of the Midnapore school the plan is now being tried, and with the best effect. In the same way the absence of men trained in the art of teaching is perceptible in many minor ways. If a boy is sent to the black board, he does not know how to place himself before it; mostly he turns his back and mumbles inaudibly; and so on, a number of matters, each small in itself, but which in the aggregate constitute the difference between method and disorder, between system and confusion, are as a general rule overlooked, even in our best zillah schools—time is wasted and bad habits contracted.

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ANGLO-VERNACULAR SCHOOLS.

Of these there are two kinds in my Division practically quite distinct in character, namely, those in which the Calcutta University Entrance Examination is the standard, and in which the first class is being prepared for that Examination: and Schools which content themselves with preparing boys for an English office writership.

UNFAIRLY CLASSIFIED.—I may mention that this distinction causes some confusion in the classification of these schools: for although it is obvious that an institution of the less ambitious kind may really be a better school than another of more pretensions, still no Anglo-Vernacular School that does not aspire to the dignity of the University Entrance Course is ever described as *excellent* or even *good*.

SYSTEM OF TEACHING ENGLISH.—With regard to the system of instruction as I found it at work in our Anglo-Vernacular Schools, I wish to submit the following remarks, although the subject matter of them will no doubt be familiar to you.

It has been frequently remarked that the great defect, as regards their knowledge of English, of those boys who present themselves at the Calcutta University Entrance Examination, is their want of facility in constructing sentences. Your last Annual Report contains some observations on this subject, made by the Inspector of Schools for south-east Bengal, and I have myself found Mr. Martin's criticisms painfully applicable to even the best classes of the best schools in my division.

Boys who can explain, and fairly translate into their own language, passages from our classical works, cannot make a simple statement of any ordinary fact within their knowledge in grammatical English.

For this I account in the following manner:—English is taught to them as it is to English children in England: if along

with this teaching they had the advantage of being surrounded by English-speaking people, all would be well; they would without effort acquire what they now lack, just as an English boy at a French School learns as a French child. But an English boy at home cannot learn French in that way: on the contrary the several systems on which continental languages are taught in England, are all based on and assume the differences which exist between the two cases.

I would suggest for your consideration whether a way of getting rid of the defect first mentioned may not be found by making an experiment on some of those systems. Take for instance Olendorf's admirable one, practised all over Europe as well as in England: were an English-Bengali grammar and Exercise Book on that plan, used in our schools, I believe we should find pupils there who could construct grammatical sentences, for they would from the beginning have been made to employ, with every conceivable grammatical inflection, each word as they added it to their stock, and then their power of using the words idiomatically, as well as grammatically, would have been made to keep pace with their acquirement of the words themselves.

No one who knows the intelligence of Bengali boys, and knows also the amount of time and labour devoted in our schools to the study of English will attribute to either stupidity or neglect the defect above noticed, or will deny that one is driven to condemn the system on which the language is taught.

Of the Masters.—The Masters of our Anglo-Vernacular Aided Schools appear to me to be a self-respecting intelligent body of men, whose general propriety of conduct unquestionably does much to impress the people of Bengal with a favourable idea of our education. They have to encounter opposition and discouragement of a kind which is not easy for us to

correctly appreciate, but it appears to me that they are, in most cases, making their way steadily.

FALSIFYING OF PAY-RECEIPTS.—I have been forced by much concurrent evidence to believe that the masters in many of our Aided Schools habitually give receipts for pay which they do not receive; men have, in many cases, told me that they are forced to do so. I have found it very difficult to deal with such cases. I always tell the men that to do so is disgraceful, and subjects them to dismissal; but I have, I feel certain, failed to produce any other impression than that it is unsafe to speak to me about it; nor do I see any means by which the managers can be preventad from taking advantage of the dependant condition of the teachers.

The falsification of pay-receipts takes place principally in the smaller schools in my division, but not exclusively so.

FALSIFYING OF RECORDS.—A Head Master has lately been removed and another degraded for falsifying the attendance rolls of his school. Many cases of this kind have been reported to me, but I have always declined to act when there was any shade of doubt as to the facts, even although I was morally convinced myself, and only in the above mentioned two instances has the evidence been palpably complete.

TREATMENT OF TEACHERS BY MANAGERS.—One of our most frequently-recurring difficulties arises from the relation in which the teachers are placed to the managers. The Grant-in-Aid system really depends on the interest taken by managers in the welfare of their schools. As their name implies, they are supposed to manage them. On the other hand the success of each individual school mainly depends on the character and abilities of its Head Master.

ONE VARIETY OF MANAGER.—The managers are by no means generally men of much education, and very seldom indeed are they fitted by their antecedents to direct the education of

others. A little well-meaning zeal on the part of such men leads sometimes to disastrous results, and it is often no easy matter to conciliate their good-will, and at the same time defend from ruin the school they mean to serve. They are curiously fond of a lengthy correspondence, and always ignoring the point at issue, cover pages with exalted platitudes on intellectual culture, and national progress. They are at the same time very jealous of being cut short by a rapid return to the question in hand, and are angry if not replied to. Above all they insist on obedience from the Head Master, who naturally resents interference, and appeals to the Inspector for support.

It is a weary and at the same time both a difficult and an important duty to smooth down these differences. I am, however, bound to say that I have seldom failed in doing so. Managers of this kind, when their letters are treated with the elaborate attention which they punctiliously exact, generally yield to persuasion, if not to reason.

ANOTHER VARIETY OF MANAGER.—The case is different with managers of another kind, far, I regret to say, from uncommon in my Division. These men make use of the Masters as their Secretaries, get them to write their letters and to keep their accounts, and exact from them a variety of services. I fear that the return is too often made at the expense of the school and to the detriment of its interests.

When an instance of this kind of thing becomes notorious, it is often difficult to determine how to act. It is perhaps reported by the Deputy Inspector, by one of the junior masters, or by some one not directly interested: but both parties to the transaction absolutely deny the allegation, and such evidence as is forthcoming seldom amounts to proof. But even when proof is attainable, it is often not clear how it ought to be used.

AN EXAMPLE.—The following may serve as an example of a case of this kind.

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A manager, a wealthy proprietor, accused the Head Master of his aided school, which is a fairly successful one, of falsifying the register of attendance, of absenting himself for many days, and subsequently filling the roll as if he had been present. The case was so clear that the teacher was unable to offer any denial: but in palliation he brought forward evidence to show that he had not only been permitted by the manager to go away, and directed by him to conceal his absence as he had done, but that while away he had been employed in the service of that gentleman. A dispute had subsequently arisen between them as to the amount of remuneration due for the work done, and to this we probably owe that the circumstances ever became public.

Now the statement on the part of the master that he had been an accomplice with the manager in defrauding the institution they were both bound to foster, could not of course be accepted as a defence. But what of the manager himself? His conduct, if openly enquired into, would inevitably have become the cause of closing a useful school. Ought this to be permitted? On the other hand, by ignoring it, ought the Department to be allowed to get the character of sanctioning such proceedings?

PATRONAGE AS EXERCISED BY THE MANAGERS.—Although there is undoubtedly a pretty general inclination evinced by the managers in my division to pension their friends on the schools, I always give preference, when possible, to an applicant who brings a recommendation from the managers of the school for which he applies.

AN EXAMPLE.—One of the most liberal and wealthy friends of education with whom I have to transact business when not long since asked by me if he wished to recommend any one for the Head Mastership of one of his own excellent schools, named an untried boy, fresh from school, whose only testimonial was

the Calcutta University Entrance Certificate: and it was only after several times remonstrating with him, that I could obtain his consent to the appointment of a man in every way superior to his own nominee.

ANOTHER EXAMPLE.—In another case when a Master appointed by me reached a certain school, he was told that the managers had themselves appointed a man. This was an infraction of the conditions under which they had obtained their grant; nevertheless I called for the certificates of their nominee, promising to confirm him if I found him a fit person for the post: there was, however, only one forthcoming, and it only testified to the fact of his having once studied for six months in an Anglo-Vernacular Aided school.

THE MANAGERS.—In spite of all that has been said above, the conduct and character of our Masters is generally good, and the manner in which Grant-in-aid schools have worked under the managers, generally successful: family quarrels and village squabbles no doubt now and then close a good school, but as a rule, the managers act together, exert themselves, and devote time and money to the schools, even when they do not derive any direct advantages from them.

THE FUNDS.—It is at the same time evident that the schools must be closely looked after, and that if care be not taken to protect the funds from malversation, the money granted by Government would, in a large number of cases, not be spent in accordance with the conditions under which the grants were made.

ANGLO-VERNACULAR AND ZILLAH SCHOOL EDUCATION.—Comparing the value of the education attainable in our Aided schools with that offered in the Zillah schools, there can be, I believe, no hesitation in giving a very decided preference to the latter. This is much less remarkable if we confine our attention to the quality of the teaching only, than if we take into consideration the other elements which go to make up an education.

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The discipline is far better maintained in the Government than in the Aided schools: the school house is a better building, and the school rooms are larger and better ventilated: all secondary appliances too are of a superior kind, the furniture is better, seats and tables are better, more and better maps, black boards, &c., are provided; there is a fair library now attached to every zillah school in my division; and, as a rule, the standing and aspirations of the Masters are higher than with their fellows in the Aided schools.

The influence of all these and other such conditions on the education of the boys, will not be denied by any one who has carefully watched the results. They are considerable in every case, but most of all in the case of boys like those of our schools, to whom they are new and strange, and whose worst defects they are calculated to counteract. Comparing then the value of the education offered in Zillah schools with that of the education available in the Aided schools, there can be no hesitation in asserting that the former very much exceeds the latter.

VERNACULAR SCHOOLS.—As a rule, these schools, whether supported by Government or only by a Grant-in-aid are less successful than the Anglo-Vernacular schools.

Some of them are, however, well conducted, well fitted, and prosperous: and by far the greater number get on moderately well, and are no doubt of great value in their way, although they do not exhibit those signs of active prosperity which one would desire.

DIFFERENT KINDS OF VERNACULAR SCHOOLS.—The model schools are as a rule the best; some of the Hardinge schools are also excellent, but when an Aided Vernacular school happens to be in a station, and is taken in hand by an active committee, the best results are obtained.

I have no school in my division at all comparable to the

Krishnagor Vernacular school, but that at Soory shows by its present prosperity that it would, should circumstances favour its development, soon rival that institution.

Even the Government Vernacular schools are not so well off as they ought to be, for houses, furniture and school appliances, and I am inclined to believe that money spent in improving the condition of all Vernacular schools in this way, would be well laid out.

HEAD PUNDITS.—As a rule, the Head Pundits of our Government Vernacular schools are men who were educated before mathematics, history and geography, were considered necessary as part of a teacher's knowledge.

THEIR ACQUIREMENTS.—They mostly know something of Sanscrit, the main value of which knowledge, as far as I am competent to appreciate it, is that it ensures its possessor the respect of the people. Important as this is, I have often regretted that we could not exchange it for a slight familiarity with such ordinary things as the multiplication table and the topography of Bengal.

AND DEFICIENCIES.—These Pundits impress one very favourably, they are very intelligent, and have often the manners and conversation of scholars, but I have found it to be nevertheless a fact that unless a junior Pundit in the school happens to have come from one of the Normal schools, and knows something of the subjects above mentioned, the boys are deficient in them, and cannot succeed in the Vernacular Scholarship Examination. Under a strict order of the late Lieutenant-Governor of Bengal, permission to teach English in a Government Vernacular school was always refused: but there is no doubt whatever that when thus prevented from having their English taught openly, the villages have, in many cases, had it taught secretly: and the only difference was, that the English teacher while supported by the villagers, found himself practically in

dependent of the Head Pundit, and the Deputy Inspector; and thus acting free from all control, was likely to be far less useful than if he could regulate his proceedings so as to protect the interests of the Bengáli classes.

AN EXAMPLE.—At Bhudruck in Balasore a prosperous Anglo-Vernacular school is held in the same building with the Government Vernacular school, where excellent accommodation for both is provided. Both personally and on paper the local supporters of the new school urged me to seek your authority for amalgamating it with the old. This application was of course simply an attempt to obtain from Government abnormally a large sum for their school, but although it could not be admitted, I did not disturb the arrangement which I found in operation, and by which one roof covers both schools, although it is of course equivalent to the open violation of our rules.

GOOD SCHOOLS OF A LOW GRADE.—Some of the schools which in my Division I regard as most successful, and whose success I regard as most important, are village schools of a very low standard of pretensions indeed.

They do not aspire to the Vernacular Scholarship Course and the instruction afforded is in reality different in degree rather than in kind from that which the old patshalas pretended to offer: the boys learn to read and write Bengáli correctly, to work up to proportion in arithmetic, on the European system; they learn their indigenous mental arithmetic and a little history and geography.

HOW SUPPORTED.—These schools are in fact what patshalas ought to be, the amount of their grants ranges from Rs. 5 to Rs. 10: and one of their most characteristic features is the way in which their subscriptions are collected; very few of them are supported by a single wealthy patron; in some few cases it is so, but as a rule the subscribers are numerous, each paying a

small contribution; the Deputy Inspectors moreover report that in five schools are the subscriptions so punctually paid, and the contributors are almost always the parents of the children in the school.

COMMON IN CERTAIN DISTRICTS.—Such schools are common in Midnapore and Jehanabad, and I agree with the Deputy Inspector of these districts, with both of whom I have lately discussed this subject, that they they have an element of permanence about them which is certainly not characteristic of Grant-in-aid schools generally.

The constitution of the subscription lists of these schools gives rise to a peculiarity in their management.

PECULIAR ARRANGEMENT OF SUBSCRIPTION AND FEES.—I know that in some schools, and I believe in many, when a villager applies for admission for his children, the subscribers as it were assess his means, and dictate terms to him accordingly, force him in fact to subscribe so much in addition to his fees, or exclude his boys. The fact that the above mentioned conditions can be generally enforced, shows that the schools meet a want, that they are appreciated by village public opinion, and so far are becoming a popular institution. With regard to the compulsory exaction of subscriptions, it is of course not confined to the schools here spoken of, but in fact exists in many of our Grant-in-aid schools; subscriptions being considered as fees graduated according to the means of parents; it is, however, more strongly characteristic of these than of any others.

The cost to Government of each pupil is from 2 to 3 annas per month, the total cost being 5 to 7 annas per month.

The work on zemindary accounts lately published under Mr. Woodrow's patronage, will prove especially well suited to these schools, and I shall endeavour to introduce it as far as its high price will allow.

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MANAGERS.—The remarks which I have recorded when treating of the managers, and the relations between them and the Masters of the Anglo-Vernacular schools, apply also to the Vernacular schools: some of the managers of these latter support, some tyrannize over the Masters, and some defraud them of part of their pay.

I have I think fair reason to believe that the latter practice is at all events less prevalent that it once was.

NATIVE OFFICIALS.—It is perhaps worthy of remark, that while the Inspectors of schools in the North Western Provinces, complain that the native subordinate officers of Government in other departments, are jealous of the Deputy Inspectors, often actively oppose them, and almost always do negatively, by refusing to send their children to our schools, the same class here are our best friends; they always encourage, often mainly support, and invariably take advantage of our schools, they are the most hard-working and intelligent managers, and secretaries of schools, and they in the aggregate pay no insignificant sum towards their maintenance.

The Deputy Inspectors bitterly complain that the ex-students of the Vernacular schools are systematically passed over in selection for Government employment often in favour of inferior men.

LIST OF APPLICANTS.—You sent me not long since a return furnished by the Revenue Commissioners, of certain appointments to offices of Rs. 10 and upwards: if you will run your eye along the column, describing how the candidates were examined, you will observe, first, how many blanks occur, and next how frequently the nominee was also the examiner.

There is perhaps no help for this, but we may be perfectly certain, that if we could have a subordinate Civil Service Examination, and that the selection of appointing officers were restricted to certificate holders, a new and potent motive would

be supplied for the acquirement of some sort of education by all ranks of the people.

EXCLUSION TEST NOT COMPETITION.—This of course would be quite different from a system of competition examinations; it would leave officers free to exercise their judgment as to those qualifications which are not susceptible of an examination test: the standard need in no case be high, and grades might easily be arranged adapted to the different requirements of the service.*

PATRONAGE JUSTIFICATION.—I would, however, also state that although the Deputy Inspectors may be in the main correct, there is much to be said on the other side.

THE COMMISSIONER'S TREATMENT.—Since I have taken charge of my division I have had the honor of communicating on this subject with two of the three Commissioners of Revenue within whose divisions my work lies: each of these officers suggested and directed me to enforce certain changes and improvements, hitherto overlooked, having for object the preparation of boys for future employment under Government. And one of the Commissioners not long since gave an appointment in his office to a distinguished scholar from a school in his division, as an encouragement to successful study: and I have myself heard this appointment spoken of in several schools in a way which shows how great an effect such a dispensation of patronage can produce.

OUR SCHOOLS NOT A TEST RELIED ON.—Nor should the fact be overlooked that the kind of education offered in our Vernacular schools may very fairly be considered by Government officers as affording no guarantee of efficiency in many cases: whilst the excessive pretensions of boys from our schools must in many others, defeat its own object; they *will*, as I well know

* A plan of this kind was submitted for the approval of Government in April last.—W. S. A.

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from facts that have fallen under my own observation, apply for what they have no considerable right to expect, and ask for offices, the duties of which they are utterly incompetent to discharge.

No wonder that those whose duty it is to appoint to vacant posts should be disgusted with men, who, as a reward for having received, by the assistance of Government, an education for little or nothing, virtually claim that this same Government shall provide handsomely for them for the rest of their natural lives. This is no exaggeration of the pretensions of very many candidates for Government employment, and officers not unnaturally prefer to such applicants, the humble and at the same time useful Omedwar, who has not only been taught by his relative already in office how to do exactly what is required of him, but all whose failings and shortcomings, the same relative will zealously make good.

MISSION SCHOOLS.

The Grant-in-aid Mission schools under my inspection all work well; if they labour under certain disadvantages, they have on the other hand much in their favour: the immense advantages which they gain from the active and zealous superintendence of well educated Europeans, in reality is equivalent to the gratuitous services of a first-rate teacher: when, therefore, these schools, as is generally the case, are situated in a rich and populous neighborhood, the people keenly appreciate these advantages, and any school which under such circumstances, can command them, will be well filled.

There exists among the curiosities of the literature of the department, a case in which a Missionary's visits to a school were estimated as worth so much each (Rs. 5 was I think the sum) and equivalent to a subscription in money, and a Grant-

in-aid whose amount was based on this estimate, was actually sanctioned. It was I think a perfectly logical way of viewing the case, though perhaps inexpedient in practice.

The only Mission schools of a low grade which I have visited, are those belonging to the Baptist Missionaries in Orissa; in connection with some of these I have lately submitted applications for Grants-in-aid.

The Lutheran Missionaries in Chota-Nagpore, as you are aware, address their labours to the Coles, the jungle people of that province. The success of their religious teachings is most remarkable: but besides this, the secular instruction given in their schools at Ranchee is excellent: and when the Grant-in-aid already sanctioned by His Honor the Lieutenant-Governor begins to be worked among the villages, there is every reasonable prospect that the result will be satisfactory.

Nowhere have the fundamental principles of the Grant-in-aid system been more faithfully adhered to than here: for these Cole Christians have commenced by building their own school houses, and by half supporting their teachers. Government, in fact as well as in theory, comes forward by its Grant-in-aid to offer a better quality of secular instruction than they could otherwise obtain, to these men whose primary object is, religious instruction.

Baptists in Orissa.—The Baptist Missionaries in Orissa have been for some time past extending their operations among the jungle people of the tributary mehals, Santhals principally; they have, indeed, a Santhal Christian village where I am informed a school already exists: they do not, however, as yet appear to have gained a hold on the people at all comparable to the influence exercised by the Lutherans in Chota-Nagpore.

Grants-in-aid of them.—One of their body has been lately enquiring of me what, if anything, the department could do to

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assist them. I find in conversation with him that although they can hardly be yet considered to have established a claim on Government help from a purely educational point of view, it is probable that they may shortly do so, by actually establishing some schools among the Santhal villages along the south west frontier, and that I may thus ere long have to submit an application on some such basis as you lately recommended in the case of Chota-Nagpore.

GIRLS' SCHOOLS.

Baboo Ishwar Chandra Vidyasagor has established several girls' schools within my division, which I have not myself as yet seen: the Deputy Inspector in whose district they lie, speaks in the highest terms of the care and judgment with which these schools are watched over by the Pundit's brother.

I have visited several aided and private girls' schools in which the children have learned to read and write creditably. They all have a strangely exotic, or rather unnatural, appearance: a Master, not a Mistress, presides, and I have never seen needle work of any kind practised. In many cases the managers have expressed their wish to secure the services of a woman capable of teaching the children to sew, and otherwise employ their fingers usefully. I have made many enquiries as to the possibility of obtaining such a person, but in vain. Even in the case of one school where the Secretary engaged to guarantee a salary of Rs. 20 a month, I failed to find any person in any of the Orissa Mission schools who could be tempted to accept the post.

GENERAL RESULT.—I have no doubt the movement in favour of girls' schools is a very important one: but, as far as my experience goes, I am induced rather to admire the zeal of those reformers who so actively urge other people to send their girls to the schools, than to attach much importance to the result of

their labours. In my Division the experiment is evidently in its infancy.

INDIGENOUS SCHOOLS.

Except in Burdwan and Midnapore we do not come in contact with the village schools. In the former district several which were last year under the inspection of and receiving rewards from the Deputy Inspector, have as already explained, been abandoned in consequence of the exhaustion of the fund last year available for their improvement. In Midnapore fourteen schools are also under improvement.

In connection with the important subject of indigenous schools, I beg to draw your attention to a matter which has caused me some anxiety, and which I fear may yet give us some trouble. It is as you are well aware generally assumed that the Bengali villager shows an eminently practical tendency in regard to his patshala; that he intends (if he does not succeed) to have taught there just what his children really most need to know, a little reading and writing, and the arithmetic and account forms with which they will have to deal all their lives; that he has through successive generations persistently maintained this standard; and finally that we might with good effect have commenced by taking the lesson which the above facts suggest. All this is true, but only partially so.

In Bankoora, Jehanabad, Midnapore and, I dare say, elsewhere, many patshalas exist (and it is precisely these which are most favoured by the people) at which Sanscrit holds the position which Latin used to do in the Irish hedge schools.

A superstitious veneration attaches to the sacred tongue, and unhappily is extended to any one who can mutter a few words, although these words are as unintelligible to the speaker as they would be to the most learned listener. Now no waste of time could be more *unpractical*, no prostitution of intelligence more complete than this employment of the village Turkolan-

kars and Vydiaratnas, and of their alumni. There is never the faintest approach to what we mean by instruction. Ill pronounced verses, of what is supposed to have been once Sanscrit, are taught by men who have never condescended to learn to read, to boys who never intended to learn, and neither party to the performance even pretend to comprehend a word of the doggrel. Of course we cannot hope to effect any good in connection with such patshalas: but the superstitious attachment of the people to Sanscrit is not confined to ignorant villagers.

When I was employed under your orders in arranging the plan of the Burdwan Training school, a Bengali gentleman, himself of some reputation as a scholar, strongly urged on me that some provision ought to be made for instructing the gurus in Sanscrit—a man who ought, I thought, as a scholar to have been the first to depreciate such prostitution of scholarship.

The question has of course two aspects. *Where scholarship is possible*, boys who desire to devote their energies to the acquirement of the great learned language of Bengal, ought as far as may be, to be furnished with the means of doing so to advantage: but we are surely bound to discourage, and in the case of Government schools prohibit, the senseless proceeding above described, a very close approximation to which might be easily found in some of our Government Vernacular schools.

On the other hand the people attach extraordinary importance to the slightest knowledge of Sanscrit. It is of the utmost importance that the pundits of our Aided and Government Vernacular schools should occupy a good position in the village, and gain the respect of the villagers. To this the acquirement of the merest smattering of Sanscrit is a direct passport; while the want of it may place the best of them at the mercy of a drunken ignorant tole pundit.

Midnapore Patshala.—The Deputy Inspector of Midnapore has, in the neighbourhood of his head-quarters, fourteen pat-

shalas under improvement. He reports that a very discouragingly small share of success has attended his labours. The patshalas are indeed somewhat better than he found them, or than those which he has not worked at; but not so decidedly better as he had reason to hope would be the case. He has moreover certainly deserved success by the pains he has taken to attain it. In order to lay a foundation for some real amelioration he has long held a Sunday class for the gurus of his patshalas, where he gives them instruction himself. Any teaching, and much more any training in the art of teaching, which could have been so conveyed, must at best have been sadly inadequate: but the Deputy Inspector's frequent absences reduced even this to a minimum.

DEPUTY INSPECTORS AND THEIR DISTRICTS.—I believe that all the Deputy Inspectors in my Division are hard-working and conscientious men, who faithfully discharge the laborious and often difficult duties they are called on to perform. Such is the impression left on my mind by my observation of them, of their work and of its results.

Their work is laborious for they have to travel a great deal under the rule which requires that they shall visit every school in their respective circles at least once in three months. I do not, however, attach nearly so much importance to physical activity, and zeal displayed in running about, as to the impression I derive from an inspection of the schools under their charge: and to the position which I find them occupy relatively to the managers, the Masters, and the pupils.

I have indeed a distrust of statements of number of miles travelled, and of schools visited, a distrust founded on my belief that if much virtue be attributed to these figures, a Deputy Inspector may readily be led to make it his first object to swell these numbers, and may get into the habit of passing rapidly from school to school, waiting merely to note the num-

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ber of boys, and such other particulars as are required to fill in his diary form.

The Deputy Inspectors are often placed in a difficult position: it is to them that managers first complain of negligent, wilful and inefficient teachers, and to them the teachers first complain of non-payment, forced under-payment, and other hard treatment on the part of managers: or when either managers or teachers in the first instance refer to me, the Deputy Inspector has, as a rule, to go and enquire into the grievance on the spot.

My belief is that they discharge these duties generally with discretion, and good temper. I have a high opinion also of the intelligence of most of them; and concerning the importance of the work they have to do, there can be no doubt. It has been said, and I think justly, that on them mainly depends the success of the Grant-in-aid system.

Work done by the Deputy Inspectors in the N. W. Division.

Deputy Inspectors.	No. of Schools under inspection.		Number of visits paid to Schools.	No. of Miles travelled	Number of books sold.
	30th April, 1862.	30th April, 1863.			
Beerbhoom and Bancoorah, ...	25	30	99	1507	...
Burdwan, ...	52	43	168	2154	1228
Jehanabad, ...	22	28	124	1104	...
Midnapore, ...	41	40	137	1579	417
Cuttack and Balasore, ...	14	15	106	1542	3239
Pooree and Ungool, ...	22	22	87	1589	431
Total, ...	176	178	721	9475	5315

BEERBHOOM AND BANCOORAH.—The officer in charge of this district has travelled 1,507 miles, and paid 99 visits to schools during the year.

Reports of Inspectors of Schools.

He has under his charge 24 schools, of which
9 are Anglo-Vernacular
2 Intermediate
3 Government Vernacular
10 Aided Vernacular.

He has during the year forwarded five applications for grants, for all of which you have obtained Government sanction.

The schools have generally prospered, and made fair progress. Some, as Hatumpore and Ilimbazar, have suffered severely from the loss of a liberal patron and zealous manager. Others, as Basoura, have fallen off in consequence of quarrels among their managers, and of other causes over which the officers of the department have little control. On the other hand several of the schools have been materially improved, and the cases in which quiet and steady progress has been made preponderate.

BURDWAN.—The Deputy Inspector of Burdwan has travelled 2,154 miles, and paid 168 visits to schools within the year.

He has charge of 31 schools being—
11 Anglo-Vernacular aided
4 Intermediate aided
10 Vernacular aided
5 Government Vernacular
1 Girls' Vernacular aided

besides this, he has fourteen indigenous schools under improvement by the reward system.

GENERAL PROSPERITY.—There are many good schools in this circle, and general prosperity and progress have been the rule, especially among the Anglo-Vernacular schools.

In the Burdwan district a curious case of withdrawal of subscription occurred, which I mention because it is so eminently characteristic of the difficulties with which we have to contend.

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One of the managers who had for several years subscribed handsomely to the funds of a school in his village, some time since discontinued his contribution. About the same time the last of several members of his family who had been pupils, had left the school.

On being remonstrated with, the first reason assigned by the recusant Baboo was, that the Collector had refused to remit his income tax on the sum which he paid to the school. My predecessor pointed out the unreasonableness of this excuse, but several others were in turn brought forward to replace it. Complaints against individual masters were among the more invidious of these. When after some correspondence I visited the school, the Baboo urged to me that he had originally subscribed for the maintenance of a *good* school: that the school was not a good one; and that this was his only reason for not paying.

It so happens that the place is frequently visited by the Government officers stationed at Burdwan. The residence of another wealthy Baboo is close by; he is now the mainstay of the school, and always takes his visitors to see it. The visitors' book there contains records of the favourable opinion of very many persons who have examined the classes: this book was produced, and its praises were backed by the opinion of the Deputy Inspector and my own, but of course did not have the slightest effect on the Baboo. He said that as a man of feeling he was unable to shut his eyes to the fact that English education was fast demoralizing his countrymen, and that his conscience forbade him any longer to lend to such a system the sanction of his name; politely begged of me not to be offended at his frankness; I had, he said, forced the truth from him at last.

More to see what turn his ingenuity would next take than with any more serious purpose, I replied that while I could

not but consider his view of this matter erroneous, it was certain that even prejudice became respectable in certain quarters, and that I had a proposal to submit which would I hoped conciliate his—let him devote his subscription to the support of a good Vernacular school: there was ample room for such an institution: if he desired a Grant-in-aid for it, the circumstances which I thought would give him a claim on Government assistance should be properly urged: his application would, I believed, succeed: the arrear of his subscription would build an excellent house; and watched over by himself, his school would furnish an object for his liberality to which his conscience would not oppose its scruples.

I received no reply, but I have not heard that the Baboo has since paid any thing to the original school fund, nor have had occasion to submit any application to you for a new grant.

UNPOPULARITY OF THE INTERMEDIATE SCHOOLS.—Both in Burdwan and in the Beerbhoom and Bancoorah circle, this year has shewn that the Intermediate schools are not in favour with the people, and the tendency is to turn these all into Anglo-Vernacular schools; in vain I have over and over tried, both in correspondence and conversation, to convince managers that their boys can learn arithmetic, history, geometry, geography far better in the language of their thoughts than in a foreign tongue; they will have English, not only as a language, but as a medium for all instruction, and I rather think that in spite of all my efforts, two-thirds of these schools will before the end of next year, have changed their character.

I regret to find that both the managers and the Deputy Inspectors express a very generally unfavourable opinion of the teachers of science as they are called both as school masters and as men.

There is in Burdwan a more constant effort than even elsewhere made by the villagers to introduce English into the

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Government Vernacular schools, and here the Deputy Inspector is, I think, right in going the whole length of Mr. Woodrow's assertion that the only Government Vernacular schools which can be said to flourish, are those in which English is taught.

PUNDITS AS TEACHERS OF SCIENCE.—The Deputy Inspector in speaking of the Pundits of these schools, as well as those of the Intermediate schools, asserts his belief that although as a rule they are good Bengali scholars, and often know a little of Sanscrit, they either cannot, or will not, do justice to the subjects which are included in these schools under the head of science.

I know moreover from my intercourse with the managers, that this belief is very widely spread in the schools. I am nevertheless bound to state that the Pundit teachers of science with whom I have myself come in contact, appear to me to be unquestionably better educated men than the corresponding class of English masters, whom the villagers prefer to them.

In Burdwan a good Vernacular school was abolished, under somewhat peculiar circumstances, at the village of Dignagur. Baboo Pran Chunder Roy who supported it, determined to levy a tax on the village, which should cover his own income tax: the villagers objected, took the Baboo into the Law Courts, and carried their point against him: on this he withdrew his subscription and the school was closed.

SANCTIONED GRANT NOT DRAWN.—I have to report with regret that a school for which a grant was sanctioned, still remains a private school, for the following reason —the scale of teaching staff proposed by the managers, provided for a Head Master at Rs. 25, but the managers appointed a young man whom I considered unfit for the post, and whose appointment I thought it my duty to refuse to sanction: shortly after, the managers agreed to accept a man selected by me, and undoubtedly superior to their own nomi-

ree: but they refused to pay him Rs. 25 which was the sum they originally fixed as what they wished to pay their Head Master, and requested that I would reduce the Head Master's pay to Rs. 15, this necessitated a new application remodelling the conditions of the grant, but no such application has ever been made.

JEHANABAD.—The officer in charge of this circle was transferred to it from Orissa at the end of August 1862; during the remaining nine months of the official year he has travelled 1,104 miles and paid 124 visits to schools.

He has under his charge twenty-eight schools, besides several private schools which he is invited to inspect,

4 Anglo-Vernacular
3 Government Vernacular
16 Vernacular aided
5 Girls' aided

of these twenty-eight schools, six were opened during the year. In this district the Government Grants-in-aid are chiefly taken advantage of by Vernacular schools.

THE JEHANABAD SCHOOL.—The Anglo-Vernacular school of Jehanabad (town) is a very good one: it is remarkable for having the best private school-house in my division. Baboo Chundi Churn Singh, Deputy Magistrate, collected Rs. 3,400 for the school, of which he has spent Rs. 2,700 in building and furnishing the school-house: the balance of Rs. 700 is to be devoted to a library, for which accommodation has been provided in the school-house. It would be difficult to exaggerate the importance of good school buildings, and I therefore regretted that you found yourself unable to recommend the additional grant applied for by the managers of the school, on the ground that the interest of the sum which they had sunk in their school building might be considered as part of their subscrip-

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tion to the school, and be met by a corresponding increase in the Government grant.

IMPORTANCE OF ENCOURAGING GOOD BUILDINGS.—Considering the great importance of good school buildings I would suggest for your consideration, that some scheme should be devised under which Government might offer the managers encouragement to spend money in this way, and I believe that were such encouragement offered, the wealthy gentlemen of Bengal would readily display their liberality in the erection of fine school buildings.

GENERAL PROSPERITY.—The schools in this district are in a generally prosperous condition: many of them receive only small grants from Government, but the subscriptions are regularly paid, and the schools work usefully.

INDIGENOUS SCHOOLS.—The Deputy Inspector seems to have directed considerable attention to the state of the Indigenous schools in his district, and he states his belief that were means available for extending the operations of the Department to the gurus, we might not only attain the more direct advantage of ameliorating the conditions of the patshalas, but also the indirect advantage of conciliating the large and powerful body of the gurus themselves, who are universally opposed to our schools, and do them no small injury, by using all their influence in dissuading the people from sending their children to them.

PRIVATE SCHOOLS.—The only graduate of the Calcutta University employed in education within my division is, as far as I am aware, Baboo Aghor Chundra Ghose, B. A. and B. L., who conducts a private aided Sanscrit school founded by Baboo Prossono Coomar Shurbadhicari at his native village of Khanacool. An excellent school of the same stamp is also supported by Baboo Ishwar Chandra Vidyasagor at Bursingha.

MIDNAPORE.—The officer in charge of this circle has made

137 visits to schools, and travelled 1,579 miles. He has under his charge 40 schools

2 Anglo-Vernacular
6 Government Vernacular
17 Vernacular aided
1 Girls'
14 Patshalas;

during the year five patshalas and one Vernacular aided school have been abolished, and four Vernacular aided and one Girls' school opened. Here as in Jehanabad the Government spend comparatively little on English aided schools.

SCHOOLS WITH SMALL GRANTS IMPORTANT.—The Deputy Inspector reports that the Vernacular schools receiving small grants prosper and do good service. They are, to a great extent, supported by the subscriptions of the parents of the pupils who, in addition to fees, give more or less according to their means, and as a rule pay up their subscriptions punctually.

MIDNAPORE GIRLS' SCHOOL.—There is a private school for girls at Midnapore, for which a grant will I think shortly be asked: it is pretty well supported, and if connected with the Department would no doubt acquire a stability which would enable it to extend its operations, and increase its usefulness.

WORKING-MEN'S NIGHT SCHOOL.—There is also a night school for workmen not long since established, and which, if not brilliantly successful, promises I think to be useful.

MIDNAPORE ZEMINDAR'S SCHOOL.—The Midnapore Zemindar, a Mahomedan gentleman of considerable property, has a private school in the station which he lately placed under inspection. Arabic, Persian, Urdoo and Sanscrit are taught in this institution; it is conducted, however, by the learned Moulvies without any system of classification either of pupils or subjects, each boy reading his own lessons quite independently of his

fellows. The Deputy Inspector has, however, induced the Zemindar's agent to recommend to that gentleman certain changes and improvements which, if carried out, will introduce history, geography and arithmetic, besides English, and no doubt render the school much more practically useful; the patron has given an excellent house, and liberally supports the school.

CUTTACK AND BALASORE.—The officer in charge of this circle joined his appointment in August 1862, since when he has travelled 1,542 miles and made 106 visits to schools.

He has under his charge 15 schools

3 Anglo-Vernacular
6 Government Vernacular
6 Vernacular aided.

The cause of education cannot be said to prosper in Orissa: the Deputy Inspector says that looking back five years a very decided if slight advance is perceptible, and he draws some consolation from the fact: during the last year, however, things have not gone on satisfactorily.

THE ZEMINDARS.—Ooriya Zemindars who have consented to contribute to the support of schools will not send any member of their families to them, and in many other ways virtually discourage them.

OTHER DIFFICULTIES.—At every turn indeed some difficulties seem to arise, and even when a partial success attends the strenuous efforts of some hard-working and intelligent master, a mishap of a nature which he could not have either evaded or overcome seems always ready to frustrate the results of his labour.

A CASE.—For instance, at the village of Mahasingpore there is a school which has at last been brought to a fairly prosperous condition; it is very regularly attended for Orissa, and is reported by the Deputy Inspector to be in a pretty satisfactory

condition; it is one of the "Hardinge schools" and the house it occupies was (as is required by the rules of such schools) built by the villagers—in this case by a wealthy Mahomedan since deceased; this house is now gradually falling to decay; no one will repair it; the funds of the school, even if a surplus existed, are not applicable to such purposes; none of the inhabitants will give any money for repairs, and I am induced to direct the Deputy Inspector to try to find some other village whose inhabitants are willing to comply with the conditions under which these schools are founded, namely to erect a house for the reception of the school, which will ere long be forced to abandon the ruins of its present abode.

THE WARRAH CASE.—Again, the Warrah Government Vernacular school was established in 1859 by the Collector of Balasore; it was originally started at Burroah, and was endowed from a tax of six pie per Rupee on the rental of a Government estate; it failed for want of pupils, and was removed to Warrah, a village on the same estate; failing here also, it has been once more removed, this time to Doleshye, with but slight hopes of better success. The lingering existence of this school will soon in all probability be brought to a close, as the talook is I am informed ordered to be sold.

Here is another somewhat curious case characteristic of the history of education in Orissa, which I will give in the words of the Deputy Inspector.

THE CHURCHICA CASE.—"The Churchica and Subunpore schools are situated in the confiscated estate of the Rajah of Banki; the pupils of both belong mostly to the agricultural classes, and their attendance is secured by strict rules passed by the Superintendent of the Tributary Mehals.

"Not only instruction but books, slates, paper, pens, &c. &c., are supplied to the pupils free of charge, but boys are not allowed to leave the school without completing the prescribed

course, and attaining the standard taught, and should any boy do so, he is obliged to pay a fine equal in amount to what would have been due from him as schooling fees, calculated at the rate of one anna per month for the whole time since he entered the school."

PUNDITS' PETITIONS—COMPULSORY EDUCATION.—When in Cuttack in April I received petitions from the pundits of certain schools requesting me to induce the Commissioner to attach one or more burkundaz to their schools, whose business it should be to enforce the attendance of the pupils. This evidently reduces compulsory education to its simplest expression.

SLOW PROGRESS.—The progress of education has been very slow in Orissa, but little has been in fact done to counteract the evils of ignorance and prejudice. The impulse elsewhere applied by means of Vernacular scholarships, has never been tried in Orissa. Nor were the peculiar circumstances of this province taken into account, when the Grant-in-aid and other rules were made under which Oriya schools are worked: these rules were framed, regard being had to the circumstances of other parts of the country where the general conditions are often widely different. For instance, it is well nigh impossible to induce our teachers to accept an appointment in Orissa, and any one of them who can earn Rs. 15 a month north of the Soohurnrika, will not be tempted to cross that Rubicon by an offer of Rs. 40. This single circumstance at once places the Orissa schools at an immense disadvantage, the full weight of which, however, is felt only in lower class schools: properly qualified village teachers are absolutely unattainable.

TRAINING CLASS.—It was as a temporary expedient to meet this crying want that I lately applied to you for permission to form a training class at Cuttack.

INDIGENOUS SCHOOLS.—The existence in Orissa of village Indigenous schools (patshalas) nearly as numerous if not propor-

tionally quite as numerous as in Bengal proper, forces on us the following dilemma:

Either we have failed to offer in our schools, an education such as the people of Orissa will accept, or else we must conclude that the prejudices of the Ooriyas are very much stronger against us than exist elsewhere.

PRACTICAL LESSON.—It of course matters little which alternative we accept and probably both contain truth. My object in putting the matter in this form is only to suggest that we might perhaps find in the gurus (oodhans) of Orissa, whose teaching is accepted by the people, a promising field for future operations; that although we have hitherto failed to make much impression, the patshalas may prove a less impregnable portion of that stronghold of ignorance which has so far successfully held out against efforts directed to other parts of its structure.

POOREE AND UNGOOL.—The officer in charge of this district joined his appointment in July, and he has had since then two months' leave of absence. He has travelled 1,589 miles and made 87 visits to schools: he has 21 under his charge—

2 Anglo-Vernacular
11 Government Vernacular
1 Vernacular aided
7 Circle patshalas.

No school has been added, and one has ceased to exist during the year.

GENERALLY UNSATISFACTORY CONDITION.—The state of the schools is the reverse of satisfactory. Of the Masters for instance, the Deputy Inspector writes thus:—"With the exception of two or three of the teachers in the schools under my inspection, I am sorry that I can bear testimony only to the want of ability on the part of most of their number and the little interest they take in their duties." Speaking of the

Khoordah schools he states that Mr. Commissioner Cockburn, who with the consent of Government allowed Rs. 150 per month from the rents of the Khoordah Government estate for the support of schools, originally intended that education should be gratuitous, but that Dr. Röer introduced a fee of two pice per month, as an experiment. The Deputy Inspector considers this fee as prohibitory and wishes to abolish it.

UNGOOL.—Of the Ungool schools the Deputy Inspector states that Mr. Cockburn, who it would seem took the schools of this part of his Division under his more especial protection, used to fine the parents of boys who did not attend, and reward those of regular pupils by granting them exemption from being seized as coolies when a regiment was on the march, or on other such occasions: the subsequent withdrawal of this indulgence half emptied the schools.

This is the only district in my division of which I cannot write from some personal knowledge. I had, however, an opportunity of learning something in conversation with the Deputy Inspector whom I met in Cuttack.

The Commissioner, Mr. Shore who has apparently directed much attention to the support of education, freely communicated with me, and from him I received valuable information.

Judging from what I could thus learn taken together with the Deputy Inspector's report, the conclusion I arrive at is that south is worse than north Orissa in an educational point of view: little has been done, and much remains to be accomplished, if we would hope one day to see this part of the Province equal to even the worst portions of Bengal.

I have the honor to be,

Sir,

Your most obedient Servant,

J. G. MEDLICOTT,

Inspector of schools South West Bengal.

Reports of Inspectors of Schools.

Classification of Schools in South-West Division.

Name of School.	Class.	Number of pupils on the Rolls.	Actual Cost to Government monthly.			Cost of educating each pupil to Government monthly.		
			Rs.	A.	P.	Rs.	A.	P.
GOVERNMENT ZILLAH SCHOOLS.								
Midnapore, ...	Good, ...	275	253	2	3	0	14	9
Bancoorah, ...	Good, ..	226	138	7	3	0	9	10
Beerbhoom, ...	Good, .	219	189	15	10	0	13	11
Cuttack, ..	Good, ...	196	261	14	9	1	5	5
Balasore, ...	Good, ...	56	207	8	3	3	11	3
Pooree, ...	Good, ..	81	199	7	1	2	7	5
Purneah, ...	Good, ..	86	167	15	7	1	15	3
Chota Nagpore, ...	Moderate,	71	166	4	3	2	5	6
	Total, ..	1210	1584	11	3	1	4	11
GRANT-IN-AID ANGLO-VERNACULAR SCHOOLS.								
In Burdwan.								
Burdwan Mission, ..	Good, ..	137	48	0	0	0	5	7
Chuckdighi, ..	Good, ..	123	65	0	0	0	8	5
Culna, ..	Good, ..	135	104	0	0	0	12	4
Cutwa, ..	Good, ..	104	63	4	0	0	9	9
Bagnapara, ..	Good, ..	67	32	1	4	0	7	7
Mymari, ...	Good, ...	152	34	14	2	0	3	8
Badla, ...	Fair, ...	104	50	0	0	0	7	8
Mondolgram, ...	Fair, ...	64	50	0	0	0	12	6
Mahata, ...	Moderate,	41	26	2	2	0	10	2
Okershaw, ...	Moderate,	56	35	0	0	0	10	0
Satgachi, ...	Moderate,	61	25	0	0	0	6	0
Patoqli, ..	Moderate,	62	17	8	0	0	4	6
Jamna, ...	Moderate,							
Bursool, ..	Indifferent,	54	16	10	8	0	4	11
Odari, ...	Bad,							
	Total, ...	1160	567	8	4	0	7	10
In Midnapore.								
Tumlook, ...	Good, ...	61	70	0	0	1	2	4
Contai, ...	Moderate,	56	50	0	0	0	14	3
	Total ...	117	120	0	0	1	0	5

South-West Division, Mr. Medlicott.

Name of School.	Class.	Number of pupils on the Rolls.	Actual Cost to Government monthly.			Cost of educating each pupil to Government monthly.		
			Rs.	A.	P.	Rs.	A.	P.
In Balasore.								
Bhudruck, ...	Fair, ...	60	30	0	0	0	8	0
In Cuttack.								
Sreekissenpore, ...	Moderate,	38	25	0	0	0	10	6
Jagepore, ...	Indifferent,	31	21	10	8	0	11	2
	Total, ...	69	46	10	8	0	10	9
In Jehanabad.								
Jehanabad, ..	Good, ...	95	50	0	0	0	8	5
Jeerat, ...	Fair, ...	60	50	0	0	0	13	4
Moyapore, ...	Fair, ...	117	50	0	0	0	6	10
Gopeenathpore, ...	Fair, ...	86	50	0	0	0	9	4
	Total, ...	358	200	0	0	0	8	11
In Bancoorah.								
Gopalpore, ...	Good, ...	80	45	0	0	0	9	0
Rajgram, ...	Good, .	195	49	[illegible]	4	0	4	1
Ajoodhya, ..	Fair, ..	121	50	0	0	0	6	7
Searsole, ...	Moderate,	97	50	0	0	0	8	3
Bissenpore, ...	Indifferent,	65	45	0	0	0	11	1
	Total, ...	558	239	7	4	0	6	10
In Beerbhoom.								
Okhrah, ...	Fair, ...	50	30	0	0	0	9	9
Roypore, ...	Fair, ...	63	20	13	4	0	5	3
Kandra, ...	Fair, ...	48	25	0	0	0	8	4
Gonotea, ...	Fair, ...	54	24	0	0	0	7	1
Boshowa, ...	Fair,							
Ilam Bazar, ...	Moderate,	83	24	3	11	0	4	8
	Total, ...	298	124	1	3	0	6	7

Reports of Inspectors of Schools.

Name of School.	Class.	No. of pupils on the Roll.	Actual Cost to Government monthly.	Cost of educating each pupil to Government monthly.
GOVERNMENT VERNACULAR SCHOOLS.			Rs. A. P.	Rs. A. P.
In Bancoorah.				
Bissenpore,	Good,	100	14 6 4	0 2 3
Rampore Hamirhâti,	Moderate,	36	15 0 0	0 6 8
	Total,	136	29 6 4	0 3 5
In Beerbhoom.				
Hatinpore,	Moderate,	50	17 4 10	0 5 6
In Midnapore.				
Midnapore,	Good,	117	37 10 4	0 5 2
In Cuttack.				
Mohasingpore,	Fair,	24	18 2 9	0 12 1
Kendrapara,	Moderate,	40	21 6 1	0 8 7
Churchika,	Moderate,	23	20 0 0	0 13 11
Soobanpore,	Moderate,	35	19 14 8	0 9 1
	Total,	122	79 7 6	0 10 6
In Pooree.				
Khoordah,	Good,	35	14 8 10	0 6 8
Banpore,	Moderate,	24	13 5 1	0 8 11
Bagoonia,	Moderate,	28	15 15 0	0 9 1
Bakoor,	Moderate,	23	12 12 8	0 8 11
Janlah,	Indifferent,	29	16 0 0	0 8 10
Tanghi,	Indifferent,	30	15 10 11	0 8 4
Bhoobaneshwar,	Indifferent,	40	16 0 0	0 6 5
	Total,	209	104 4 6	0 7 11

South-West Division, Mr. Medlicott.

Name of School.	Class.	No. of pupils on the Roll.	Actual Cost to Government monthly.			Cost of educating each pupil to Government monthly.		
			Rs.	A.	P.	Rs.	A.	P.
In Ungool.								
Poornagur, ..	Moderate,							
Poketinga, ...	Moderate,	35	14	10	9	0	6	9
Conjurah, ...	Moderate,	31	9	2	7	0	4	9
Talmool, ...	Indifferent,	40	15	1	5	0	6	0
Kangoola, ..	Indifferent,	32	14	1	5	0	7	1
Jarrah, ...	Indifferent,	31	14	10	4	0	7	7
	Total, ...	169	67	10	6	0	6	5
In Balasore.								
Bhudruck, ...	Fair, ...	38	14	1	5	0	5	11
Woordah (Daleshye), ...	Bad, ...	29	11	8	0	0	6	4
	Total, ...	67	25	9	5	0	6	1
GOVERNMENT MODEL SCHOOLS.								
In Burdwan.								
Amadpore, ...	Excellent,	118	45	14	3	0	6	3
Jowgram, ...	Good, ...							
Mancoor, ...	Good, ...	82	48	15	11	0	9	7
Sreekissenpore, ..	Moderate,	46	43	8	0	0	15	2
Poorboshoolli, ...	Indifferent,	26	41	12	10	1	9	9
	Total, ...	272	180	3	0	0	10	7
In Midnapore.								
Basudebpore, ...	Good, ...	161	44	4	11	0	4	5
Jonadunpore, ...	Good, ...	75	46	10	0	0	9	11
Bodungunge, ...	Good, ...	82	48	10	4	0	9	6
Golegram, ..	Good, ...	133	44	3	10	0	5	4
Moyshadul, ...	Moderate,	58	28	15	0	0	7	11
	Total, ...	509	212	12	1	0	6	8
In Jehanabad.								
Kristonagor, ...	Good, ...	129	41	5	8	0	5	2
Ghatal, ...	Good, ...	63	21	15	3	0	5	7
Bali Dewangunge, ...	Moderate,	44	22	9	8	0	8	3
	Total, ...	236	85	14	7	0	5	10

Reports of Inspectors of Schools.

Name of School.	Class..	No. of pupils on the Roll.	Actual Cost to Government monthly.			Cost of educating each pupil to Government monthly.		
GRANT-IN-AID VERNACULAR SCHOOLS.			Rs.	A.	P.	Rs.	A.	P.
In Burdwan.								
Sadeepore, ...	Excellent,	77	15	0	0	0	3	1
Gunpore, ...	Fair, ...	24	11	0	0	0	7	4
Kowchar, ...	Fair, ...	42	13	2	8	0	5	0
Musagram, ...	Indifferent,							
Bengram, ...	Indifferent,							
Naree, ...	Indifferent,	82	8	4	3	0	1	4
Rulsulpore Female School,								
	Total, ...	225	47	6	11	0	3	4
In Bancoorah.								
Radhanagor, ...	Moderate,	49	10	0	0	0	3	3
Bhora, ...	Moderate,	52	15	0	0	0	4	11
Tanadighi, ...	Moderate,	52	16	0	0	0	4	11
	Total, ...	153	42	0	0	0	4	5
In Beerbhoom.								
Scoree, ...	Good, ...	143	19	0	0	0	2	2
Oochkoran, ...	Moderate,	18	7	8	0	0	6	8
Lubpore, ...	Moderate,	21	7	8	0	0	5	9
Dwarka, ...	Moderate,	44	16	0	0	0	5	10
Krinnar, ...	Moderate,							
Rajnagore ...	Indifferent,	32	8	5	4	0	4	2
Satkahona, ...	Bad, ...	15	6	0	0	0	6	4
	Total, ...	273	64	5	4	0	3	9
In Midnapore.								
Hobichok, ...	Good, ...							
Morakata Bhobanipore, ...	Good, ...	43	10	0	0	0	3	4
Anandpore, ...	Fair, ...	20	9	1	8	0	9	3
Gurbetta, ...	Fair, ...	64	11	0	0	0	3	6
Amanpore, ...	Moderate,							
Carried over, ...		132	30	1	8			

South-West Division, Mr. Medlicott.

Name of School.	Class.	No. of pupils on the Roll.	Actual Cost to Government. monthly.			Cost of educating each pupil to Government. monthly.		
			Rs.	A.	P.	Rs.	A.	P.
Brought over, ...		132	30	1	8			
Midnapore Female School, ...	Moderate,	31	5	0	0	0	2	7
Pingala, ..	Moderate,	124	15	0	0	0	1	11
Alugram, ...	Indifferent,							
Bhobanipore, ..	Indifferent,							
Changoal, ...	Bad, ..	25	5	0	0	0	3	2
Bhandeera, ..	Bad, ..	13	5	0	0	0	6	2
Jaspore, ...	Bad, ..	31	10	0	0	0	5	2
	Total, .	351	70	1	8	0	3	2
In Cuttack.								
Cuttack,	Good, ..	76	12	0	0	0	2	6
Domeparah, ...	Moderate,	20	10	0	0	0	8	0
	Total, ..	96	22	0	0	0	3	8
In Pooree.								
Pooree Academy, ...		45	20	0	0	0	7	1
Piplee, ...		32	8	6	0	0	4	2
		77	28	6	0	0	5	10
In Balasore.								
Barobati, ...	Good, . .	58	14	13	8	0	4	1
Soonhat (Noabazar), ...	Moderate,	28	5	0	0	0	2	10
Dhamnagord, ...	Indifferent,	28	10	0	0	0	5	9
	Total, ...	114	29	13	8	0	4	2
In Jehanabad.								
Debiburpore, ...	Good, ..	47	10	0	0	0	3	5
Jara, ..	Good, . .	30	10	0	0	0	5	4
Tirole, ...	Good, ...	58	10	8	0	0	2	11
Ruthra, ..	Fair, ..	32	10	8	0			
Bakrah, ...	Fair, ...	32	12	0	0	0	6	0
Akoor, ...	Fair, ...							
Carried over, ...		177	58	0	0			

Reports of Inspectors of Schools.

Name of School.	Class.	No. of pupils on the Roll.	Actual Cost to Government monthly.	Cost of educating each pupil to Government monthly.
			Rs. A. P.	Ps. A. P.
Brought over, ...	.. ...	177	58 0 0	
Ryna, ..	Fair, ...	55	7 12 0	0 2 3
Oodoygunge Female School, ..	Fair, ...			
Gobindpore Female School, ...	Fair, ...			
Beersinga Female School, ..	Fair, ..			
Kooran Female School, ...	Fair, ..			
Batanal, .	Moderate,	28	13 8 0	0 7 9
Indas, ...	Moderate,	52	11 14 8	0 3 8
Ajati, ..	Moderate,	25	10 0 0	0 6 1
Oodoy Rajpore Female School, ..	Moderate,			
Keshubpore, ..	Indifferent,	37	12 8 0	0 5 5
Madubpore, ...	Indifferent,	19	13 8 0	0 11 4
Ranee Bazar, ...	Bad, ...	25	13 8 0	0 8 8
	Total, ..	440	135 10 8	0 4 11
PATSHALAS UNDER IMPROVEMENT.				
In Midnapore.				
Bakshi Bazar, ...	Fair, ...	47	1 11 9	0 0 7
Nyarajgunge, ..	Fair, ...	41	1 11 9	0 0 8
Mia Bazar, No. I. ..	Fair, ...	29	1 11 9	0 0 11
Barobazar, ...	Fair, ...	32	1 11 9	0 0 10
Mia Bazar, No. II. ...	Fair, ...	27	1 11 9	0 1 0
Shujagunge, ...	Moderate,	37	1 11 9	0 0 9
Habeebpore, ..	Moderate,	23	1 11 9	0 1 2
Meer Bazar, ..	Moderate,	40	1 11 9	0 0 8
Eligunge, ..	Indifferent,	17	1 11 9	0 1 8
Bibigunge, No. I. ..	Bad, ...	8	1 11 9	0 3 6
Ditto, No. II. ..	Bad, ...	14	1 11 9	0 2 0
Patna Bazar, ...	Bad, ...	33	1 11 9	0 0 10
Paharipore, ...	Bad, ...	20	1 11 9	0 1 5
Birbulubpore, ...	Bad, ...	13	1 11 9	0 2 2
	Total, ..	381	24 4 6	0 1 0

North East Division, Mr. Robinson.

FROM

THE INSPECTOR OF SCHOOLS,
North East Division.

To

W. S. ATKINSON, ESQ., M.A.
Director of Public Instruction.
Fort William,

Dated, Serajgunge, the 18th May, 1863.

SIR,

I HAVE the honor to submit my report on the schools in this Division for the year ending the 30th April, 1863, the number and description of which are shewn in the following table.

Description of Schools.	1861-62.		1862-63.	
	No. of Schools.	No of Pupils.	No. of Schools.	No. of Pupils.
Government Zillah Schools,	6	581	7	779
Government Normal Schools,	1	26	1	31
Government Anglo-Vernacular Schools,	1	20	1	18
Government Vernacular Schools,	51	2,471	51	2,631
Aided Anglo-Vernacular Schools,	9	785	17	1,116
Aided Vernacular Schools,	28	1,632	34	1,273
Anglo-Vernacular Schools open to inspection,	11	506	18	1,131
Vernacular Schools under improvement,	39	1,752	60	2,729
Subsidized Schools in Assam,	83	3,416	75	2,753
Total,	229	10,589	270	12,461

BERHAMPORE COLLEGE.—The College of Berhampore is the only collegiate institution in this Division; and as the Principal will as usual send in a separate report concerning it, I need only observe here, that I visited it in the course of my tours of inspection, and was gratified with the manifest tokens I saw of

its increasing prosperity. With two such earnest and indefatigable men at its head, as Mr. Hand and Mr. Carnduff, I have no doubt that, notwithstanding the many and serious obstacles the institution has to contend with, it will soon take rank with the best of the Mofussil Colleges in Bengal.

ENGLISH OR ZILLAH SCHOOLS.—Since the date of my last report, the English school at the Sudder station of Rungpore has been classed with the Government schools. The number now under this denomination is seven.

RAJSHAI.—This school, which, since August 1857, had been without a suitable building for its accommodation, and had often in the interim to shift from one house to another, I am happy to report has at length found a resting-place in the commodious house erected for it in the native part of the town of Baulia. Since this house was occupied, there has been a steady increase in the number of pupils, a circumstance which, in the opinion of the Committee, tends to show that the falling off from 215 in 1858 to 150 during the subsequent years, was not so much owing to the imposition of an increased rate of tuition fees, as was then supposed, as to the inconvenient distance of the school from the native part of the town. At the close of the session there were 175 names on the rolls, and the school now promises to attain to more than its former prosperity. The average percentage of daily attendance during the year was 79.6 against 67 of the preceding session, being a clear increase of 12 per cent.

The school, however, has suffered by changes in its staff of instructors. The last change, and the one most seriously felt, was caused by the transfer of the Head Master, Baboo Horo Govind Sa[illegible] to the Hooghly College, after having been connected with the Baulia school for upwards of eleven years. His labours during this period had been unremitting. He had won the affections of his pupils, the hearty co-operation of his

several assistants, and the sincere respect of the members of the Committee. It was chiefly to his admirable tact and superior abilities as a teacher, that the school owes its present high state of efficiency, and the superior position it holds among the Zillah schools of Bengal. But though his removal has been a serious loss to the school over which he has so long and so ably presided, I cannot but rejoice at his well-earned promotion. He has been succeeded by Baboo Krishna Chunder Roy the 5th Master of the Berhampore College, who I sincerely trust will show himself equal to the responsiblities of the charge entrusted to him.

The number of scholars who went up to the University Examination in 1861, was nine, of whom one passed in the First Division, and four in the Second Division. At the examination of 1862, the Baulia school sent up eleven candidates, and of these seven passed successfully. One was placed in the First Division, and six in the Second. The first four also gained junior scholarships, one with a stipend of Rs. 14 a month, and the other three with stipends of Rs. 10 a month each.

Bograh.—This school which was in a declining state when last reported on, I regret to say, has continued in much the same condition during the greater part of the year now under review. The Head Master, Baboo Aghor Chunder Mookerjee left the school early in the session, and his duties fell on the second Master, Baboo Kristo Coomar Sen, who laboured assiduously to replace the school in its former position, but it needed time to regain the confidence of the people, and Kristo Coomar had not been permanently appointed. The great point now sought after is accuracy in every stage of progress from the lowest to the highest class, and I have every reason to believe that when the Masters shall have had time to carry out their plans, the result will prove to be most satisfactory.

Dinagepore.—The year opened with 104 names on the rolls

of the Dinagepore school, but as the average daily attendance was not more than sixty-four, it was deemed advisable to strike off the names of all habitual absentees. This led to a very great reduction in the school lists, but it was not long before fresh candidates sought for admission, and at the close of the year, the number on the rolls was ninety-four, with a very good daily attendance.

The Head Master, Baboo Kali Churn Chatterjee, who joined the school on the 28th April, 1862, has laboured diligently for its welfare, but I regret to say that almost uninterrupted ill-health has greatly interfered with the due discharge of his duties. There were no boys qualified to go up to the last University Entrance Examination, owing chiefly to the fact that most of the boys attending the 1st class last year had left the school, and those who succeeded them could not have had a chance of passing, unless the Master had tried the plan of most inordinate cramming, which I am glad to say he had too much good sense to do. He is not disposed to sacrifice accuracy to quantity or amount of knowledge, and if his health will permit him to continue at Dinagepore, which I fear is very doubtful, I trust the school will greatly benefit by his services. On the whole, I am disposed to say that the school is now in an improving state.

I have much pleasure in again bringing to notice the very praiseworthy exertions of the third Master, Baboo Hori Kristo Dass, who has been as usual most attentive to his duties.

Owing to a reduction in the annual assignment for the maintenance of the school, and also to the comparatively small amount realized from schooling fees, it was deemed advisable in the early part of the year to dispense entirely with the extra staff of teachers, and to reduce the salary of the 3rd Master from Rs. 30 to 18 a month. The 4th and 5th Masters, however, volunteered to continue to teach till the funds should

North East Division, Mr. Robinson.

again admit of their being borne on the establishment. As the school began to be better attended the proceeds from schooling fees soon enabled to Committee to retain these Masters on their former footing and to pay the 3rd Master Rs. 30 a month as before. The Committee desire particularly to note the magnanimity evinced by the 3rd, 4th and 5th Masters in having so generously offered to continue their services at a time when they could expect no remuneration, and attribute it in a great measure to this circumstance that the school so rapidly recovered itself.

MALDA.—The Malda school, notwithstanding certain serious difficulties it has to contend with, is steadily advancing. At the close of the session, there were seventy names on the rolls against fifty-nine at the same time in the preceding year, while the classes also are in an improving state.

I have again, however, to record a change of Masters. In December, 1861, we had a new Head-Master, Baboo Shyama Churn Gangooli, B. A., who bid fair to take the school up to a high state of efficiency, but in March last his services were transferred to a school in Behar, and he was succeeded by Baboo Gobind Chunder Mitter, 2nd Master of the Howrah school. Each Master in the school imparts instruction to two classes, and I am happy to say that notwithstanding the heavy duties thus devolving on them, they have worked diligently and well, and the result of the Annual Examination was very satisfactory.

RUNGPORE.—At the beginning of the year the school at Rungpore was converted into a Government zillah school. It had long a precarious existence, and though established so far back as in 1834, a variety of circumstances interfered with its advancement. The Committee of management did what they could to promote the interests of the school, but the extreme unhealthiness of the district, the frequent changes of teachers,

and the want of that prestige which Government schools enjoy, all combined to keep back the Rungpore school. Through the liberality of the Zemindars of the district, the school had an endowment amounting to near 18,000 Rupees, and of late years it received besides a Grant-in-aid from Government of Rs. 180 per mensem. On the urgent solicitation of the managers, the Government has consented to administer the trust funds and to undertake the entire control of the school, while the abovenamed monthly assignment continues to be made to it; and I have no doubt this was the only plan that could have been adopted to give to the district a permanent and an efficient institution.

Many obstacles still continue to stand in the way of its improvement, but these I feel confident will gradually give way, and though it is early yet to look for any decided improvement, yet the prospects of the school are better now than ever they have been. Notwithstanding the necessity of weeding the school of a number of pupils who seemed unfit to continue in it, and the rejection of several candidates for admission on the ground of advanced age, the number of pupils at the close of the year was 103 against 92 at the same time in the preceding year, while the average daily attendance for the year has increased from seventy-two to seventy-six, the average during the last three months being as high as eighty-two.

Previous to the month of February last, tuition fees were levied at the uniform rate of six annas per boy, it was then fixed at one rupee per month for each boy in the first class and eight annas per boy in all the other classes. The proceeds under this head for the month of April last amounted to Rupees 69-1 which was more than double the sum expected from this source when the school was transferred to Government control.

The Head Master, Baboo Parbutty Churn Roy, B. A., joined

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his appointment on the 18th of December last, and the Committee speak well both of his abilities as a teacher and of the zeal he has manifested in promoting the interest and well-being of the school. The other Masters also seem up to their work, and on the whole the school now bids fair to make steady progress. The school is accommodated in a two-storied pucka house made over for the purpose by the late Maharajah Horendro Naraiyan Bhoup of Kooch Behar, and the Committee desire to make special mention of the liberality with which His Highness, the present Maharajah, has lately granted the sum of Rs. 4,000 to place the building in a thorough state of repair. When the repairs now being effected have been completed, the house will decidedly be the most commodious school-house in the Division.

GOWHATTI.—The school at Gowhatti I am happy to report continues to maintain its popularity and had at the close of the year under report 177 pupils, being a clear increase of fifty-one as compared with the number on the rolls at the same time in the preceding year.

The nine boys who formed the first class of the school, all presented themselves at the University Entrance Examination but only one of them passed the prescribed test. He was entered in the second division and has since joined the Presidency College with a junior scholarship of the value of Rs. 10 a month. The boys of the other classes were examined by the members of the Local Committee who expressed themselves satisfied with their progress and with the general efficiency of the school.

The Gowhatti school if duly fostered and encouraged promises fair to become an institution of considerable importance in the province of Assam, and I sincerely trust it will not be long before it is remodelled, provided with an efficient staff of teachers, and converted into a collegiate institution. The do

sire for instruction in English is rapidly increasing in the province, and among those in tolerably easy circumstances, it is already perhaps as strong and as genuine as it is among the more favoured people of Bengal; while in regard to aptitude for study and general mental conformation I believe the boys of Assam are by no means inferior to those of Bengal. They labour, however, under certain peculiar disadvantages. They have no opportunities whatever of intercourse with Europeans, or even with natives of superior mental culture, and hence they have no high intellectual standard to which they may aspire. The remote position of the province too has hitherto precluded the development of those commercial transactions with a more enlightened people which have so greatly benefited the youth of Bengal. The desire for instruction in English among Assamese lads, arises solely from the prospect it affords of obtaining the more lucrative appointments open to them under Government. I would not designate such an object a purely mercenary one, and therefore unworthy of them. The people of Bengal are actuated by no higher motives, and I doubt whether even in enlightened England, education is sought after for its own sake alone. But, however this may be, in Assam the principle of utility must I presume be allowed to have its due weight as a motive power. The appointments hitherto available in Assam for Assamese lads acquainted with English, were those of copyists, clerks, and accountants in Government offices and in the service of tea planters. For such offices very limited attainments sufficed. Hence when the amount of instruction required, was obtained, our boys left school, and nothing could prevail on them to prolong the prosecution of their studies. During the year under review no less than eighteen boys from the Gowhatti school have been thus provided with appointments, the salaries of which vary from Rs. 10 to 50 a month.

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But the boys begin now to see that mediocre attainments will not suffice to secure the better class of appointments now being thrown open to them, and the result I am happy to see is a competition for a higher standard of instruction in the almost certain hope that "the race is to the strong," and that the better the qualifications, the better now the chance of employment. Yet Assamese boys, as a general rule, cannot be prevailed upon to prosecute their studies in any of the Bengal Colleges. Nor is this much to be wondered at.

When we consider the strong attachment Assamese parents feel towards their children, and add to this the fact that none of them have any friends or acquaintances in Calcutta, or at any of the stations where colleges have been established, on whom they could rely to look after their sons, accommodate them, or tend them in sickness, we cannot be surprised at their reluctance to part with them even with all the bright prospects of a successful collegiate course of study before them. It appears to me, therefore, that the time has come when the propriety of establishing a provincial college at Gowhatti should be taken into serious consideration. Nor should the fact be lost sight of, that the establishment of such an institution would give a wholesome stimulus to the cause of English education throughout the province.

SIBSAGOR.—I have nothing of any importance to record in regard the Sibsagor school further than that it continues steadily to increase in popularity. At the close of the year, there were seventy-two pupils in the school against fifty-nine at the same time in the preceding year.

An Assamese lad of the first class passed successfully at the University Entrance Examination, and I am happy to report, has since joined the Presidency College with a stipend of Rs. 10 a month. The Masters have all continued to give satisfaction in the discharge of their duties.

Reports of Inspectors of Schools.

ANGLO-VERNACULAR SCHOOLS.—*Government school at Darjeeling.* The only school coming under this denomination that is maintained by Government is the school at Darjeeling. No annual report has yet been received, but the monthly returns do not show that there has been any improvement in the attendance compared with what it was a year ago. For about three months the school was closed for want of a Master. It was re-opened on the 24th of February by Baboo Horish Chunder Chowdry, the newly appointed teacher, and there has since then been a gradual improvement in the daily attendance.

AIDED SCHOOL AT GOWALPARA.—The Gowalpara school continues to make steady progress. It consists of an English and a Vernacular department. The boys attending the former I regret to say do not continue long enough at their studies to reflect any credit on the school. With most of the pupils the object is to acquire such an amount of instruction in English as will qualify them to serve as clerks and copyists, and hence we are always having new pupils, while in point of scholarship the school remains stationary. In one way, however, it has done, and still is doing a great amount of good. It is to Gowhatti, however, that we must look as the most important station in Assam for a fresh impulse to English education, and should the quality of instruction imparted there, be improved, all the other schools in the province must follow in its wake. The Vernacular department of the Gowalpara school continues in a very efficient state.

AIDED SCHOOL AT SERAJGUNGE.—The Serajgunge school I regret to say does not shew much vitality. Like the school at Gowalpara, it has a distinct Bengali department which is pretty well conducted, but in neither is the advance so large or so regular as might have been expected in so populous a commercial town. At the close of the year, there were fifty-four boys learning both English and Bengali, and sixty-two Bengali alone. In conjunction with the Vernacular department, there

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is a branch school maintained as a part of the general establishment at the village of Saidabad which numbers fifty-six pupils. This school has been well looked after and the progress made by the pupils has been very satisfactory.

OTHER ANGLO-VERNACULAR SCHOOLS.—The schools of Gowalpara and Serajgunge have long been the two most important Anglo-Vernacular schools in the division. But others are now springing up which bid fair in course of time to vie with them, both in numerical strength and in the amount of instruction imparted in them. Of these there are five in the district of Moorshedabad, three in zillah Rungpore and one in each of the zillahs of Malda, Rajshai, Bogra, Serajgunge, Gowalpara Kamroop and Sibsagor, making a total of fifteen that receive Grants-in-aid from the State. With the exception of those in the Moorshedabad district, which appear to be in a languishing state, these schools are doing well, and are appreciated by the people for whose benefit they have been established.

UN-AIDED ANGLO-VERNACULAR SCHOOLS.—There are also now eighteen un-aided Anglo-Vernacular schools in the division against eleven that were in operation this time last year. One of the eleven has been closed, and eight new ones have been opened, viz., seven in Rungpore and one in Dinagepore.

The most important of these are the Nizamut school at Moorshedabad and the school at Kandi in the same district. Both these were visited by me in my late tour of inspection, and on the former I have been desired to report, in the same way as I report on the Government schools under my inspection, I regret to say that neither the annual report nor the Statistical Returns of this school have yet been furnished to me, though they have been called for long ago.

The Nizamut school contains about 200 pupils, and has an efficient staff of Instructors, but in point of efficiency, it does not rank so high as a second rate Government school.

Reports of Inspectors of Schools.

The school at Kandi is kept up at the expense of Rajah Pertab Chunder Singh Bahadoor. It has a staff of six English and four Bengali teachers maintained at a cost of Rs. 475 per mensem. The number of pupils on the rolls is about 200, and the school is in a very efficient state.

The other two schools in the Moorshedabad district are small in comparison, numbering one thirty, and the other only twenty-five pupils. The four schools in the district have thus an aggregate of 455 boys under instruction.

In Zillah Rajshai we have five un-aided Anglo-Vernacular schools with an aggregate of 330 boys, in the district of Dinagepore two schools and eighty-nine boys, and in the district of Rungpore seven schools and 237 boys, making a total of 1,111 boys under instruction in English, in schools receiving no aid from the State.

VERNACULAR SCHOOLS.—In regard to Vernacular education, the most important section of our work, that by means of which we hope eventually to benefit the mass of the people, I am happy to be able to report considerable progress. The schools are doubtless far from being so numerous or so well attended as they ought to be, and I regret I cannot yet record the establishment of *many* new schools. Yet schools are springing up in places where hitherto none of any description had ever existed, and it is a source of great encouragement too that the generality of them are making steady progress. But what I feel most pleasure in announcing is, that there is in the Division a general movement in favour of education distinctly perceptible. After many tedious years of apparently unsuccessful toil, it is certainly matter of gratulation, that the long inert mass is beginning at length to show signs of vitality, giving unmistakeable indication that the people are waking up to a sense of their ignorance and to feel their want of school instruction. In every quarter now, enquiries are being

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made and assistance earnestly asked for. After our long sustained efforts to awaken this feeling in the minds of the people, the question now is, whether the Government will encourage it by assisting the people where assistance is most needed, or whether the feeling must be allowed to die out.

To the body of the people, who in this Division at least are for the most part extremely poor, it is a mockery to allude to the Grant-in-aid rules. They cannot apply to the schools for the poor. This has been felt to be the case even in the more enlightened and the wealthier sections of Bengal; and there a plan has been set on foot, not to establish schools to supply a want complained of, but to improve the already existing schools, to raise to a higher status schools which long since have supplied the want of elementary instruction, a want only now beginning to be felt in this part of the country.

The people in the neighbourhood of the Presidency have always enjoyed peculiar advantages denied to their less favoured countrymen in the remote districts, though why it should be so, it may perhaps be difficult to explain. Why should those who have enough to live upon, have more forced upon them, while those who are literally destitute must be denied the smallest pittance?

The diffusion of elementary Vernacular instruction is I believe the subject that now presses itself on the consideration of the Department; not whether elementary schools already in existence are to be remodelled and made capable of imparting a superior degree of instruction, but whether the destitute parts of the country, where no schools of any kind exist, but where the desire for school instruction has been awakened, are to be provided with the means of acquiring elementary instruction, and I look forward with no inconsiderable anxiety to the manner in which the question may be disposed of.

VERNACULAR SCHOOL COURSE.—I have made a few alterations

in the course of study prescribed for the higher classes in our Vernacular schools, which for the present will stand thus—

THIRD CLASS.

Literature.—Charupath, Parts I. and II.

Grammar.—Byakaran Prabesh.

Geography.—Pearce's Bhugol Britanta.

Arithmetic.—Chatterjee's Ganitsar, as far as the Rule of Three.

Exercises from Dictation.

SECOND CLASS.

Literature.—The Hitopodesh of Vishnu Sharma.

History.—Marshman's History of Bengal. Nilmony Bysak's India, Part II.

Geography.—Tarinichurn's Bhugol Bibaran. Map-drawing.

Grammar.—Shamachurn Sirkar's, Sandhi, Sabdha and Kárak.

Arithmetic.—The whole of Chatterjee's Ganitsar with Mahajani and Zemindari Accounts.

General Knowledge.—Bastu Bichar by Ramgati Niyaratna or Lessons on Objects.

Exercises from Dictation and the forms of letter writing.

FIRST OR HIGHEST CLASS.

Literature.—The Bengali translation of Raghubangsha by Chandrakant Tarkabhoosan.

Grammar.—Shamachurn's Byakaran, including Sandhi, Somas, Karak, Sabdha, Tadhit, Kriyá and the Satwa Natwa Prakaran.

History.—Nilmony Bysak's India, Part II., and Krishna Chundra Roy's British India.

Natural Philosophy.—Okhoy Coomar's Padartha Bidya and Kalidas Mottra's Khagal Bibaran.

Geography.—Tarini Churn's.

Physical Geography.—Rajendralal's.

Map-drawing.

Political Economy.—Rajkrishna Roy's.

North East Division, Mr. Robinson.

Mathematics.—Arithmetic. Prosanno Coomar's Patiganit, Parts I. and II. Mahajani and Zemindari Accounts. Algebra—as far as Fractions. Geometry, Books I. and II. of Euclid with deductions. Mensuration of plane Surfaces.

In the classification of Vernacular schools appended to this report, those schools have been classed as excellent, of which the pupils in the highest class have passed a satisfactory examination in the course laid down for that class last year and given in my last annual report.

GIRLS' SCHOOLS.—In my annual report for 1860-61 I had the pleasure for the first time of alluding to the establishment of a school for girls. The school was a small one, and often repeated disappointments in my most cherished expectations in regard even to schools for boys, made me distrustful of the permanency of this little school, I rejoice now to be able to say that my fears were groundless. The school was opened by the third Deputy Inspector in Upper Assam, Baboo Utsobanunda Gosain, and was most carefully tended by him. His brother Baboo Chundra Mohun Gosain, who succeeded him in Upper Assam, while labouring diligently in the promotion of the cause of education generally, was not unmindful of this tender plant his brother had planted and long fondly cherished and it gives me now still further gratification to be able to report not only that that first school is improving satisfactorily, but that Baboo Chundra Mohun has also succeeded in establishing three more schools of the same description, so that we have now four girls' schools in the Sibsagor district.

Baboo Utsobanunda Gosain was transferred to Lower Assam in the early part of last year and had some heavy work on his hands, yet I am happy to say that one result of his labours has been the establishment of a very interesting girls' school in the Kamroop district which now numbers about thirty pupils.

Reports of Inspectors of Schools.

The sixth girls' school in the division is one connected with the aided Vernacular school at Lalbagh in Zillah Moorshedabad. When I visited the Lalbagh school in January 1862, I saw two little girls sitting in a corner of the school-room, and on enquiry learnt that one of them was the daughter of the pundit, Kalichurn Dutt, whom he was teaching to read, and the other was a play-mate of hers, who wished also to be taught with her. I took that opportunity to speak to the pundit on the importance of endeavouring to open a school for girls, and I was highly gratified in March last, when I again visited the school, having got there about an hour before the usual time for the opening of the school, to find the building occupied by twenty-nine girls who were at the time being instructed by Baboo Kalichurn Dutt, and his assistant Dolegovind Chowdry. Great credit is due to these two teachers for their laudable exertions in the establishment of this little school. Their work in connection with it has been purely a labour of love, for they receive no pecuniary remuneration for it. The school opens in the morning, and when the boys assemble about 10 o'clock, the girls are dismissed.

The attention paid by these two pundits to the girls' school was evident from the very satisfactory progress the children had made under their tuition. Nor had they neglected their more legitimate duties. For the boys' school at Lalbagh is not only the best attended of all the Vernacular schools in the district, but is also decidedly the most efficient.

The seventh and last of these schools is a very interesting one in the town of Bogra. It owes its existence to the praiseworthy exertions of Baboo Bhoobun Mohun Raha, the Deputy Inspector of schools, and Baboo Kristocoomar Sen, the Head Master of the English school, and to the cheerful assistance given them by the wife of the Head Master without which their own efforts would probably have been less successful.

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The school opened on the 25th of November last, with thirteen girls and is now attended by twenty-seven, all of them the children of respectable native gentlemen. I visited the school in February and again in the early part of this month, and was gratified on the last occasion to notice the marked improvement the children had made in their studies. A grant of Rs. 15 a month, and a donation of Rs. 50 for the purchase of school apparatus was made to this school in March last. It is the only aided girls' school in the division.

My thanks are due to the Magistrate and Collector of Bogra, T. P. Larkins, Esq., for the interest he has taken in this school from the time when endeavours were first made for establishing it, as well as for the valuable assistance he has always readily given to every project for the improvement of the people. But more especially, in this instance, are my acknowledgements due to Srimutty Shoeshila Soondari, the wife of Baboo Kristocoomar Sen, whose visits to the school and inspection of the classes, have been of the greatest value.

Had there been a few more such educated women in the division, the number of schools for girls would, I doubt not, rapidly increase. But with the general movement now so perceptible in favour of education, we may with confidence look forward to their number increasing. The education of the women, morally and intellectually is, if I may use the expression, the pivot on which turns the future regeneration of the country. It is in all states of society the wife who raises or degrades the husband to her own standard, and it is the mother who inspires the child with pure and lofty thought or sinks it to the level of the brute. These are truths that must be universally acknowledged, and as they come to be appreciated, woman will gradually rise to her true position in native society.

Public Libraries.—The public libraries in the Sudder stations continue to exist, but having lost their novelty, are now

scarcely ever resorted to. The library at Bogra is an exception, and that at Rungpore is also now in an improving state. I am endeavouring to get up small libraries in connection with all our Vernacular schools, and the avidity with which books are borrowed from them, shows that the taste for reading is spreading rapidly.

THE EDUCATION GAZETTE.—The Deputy Inspectors have, since November last, been appointed agents for the Education Gazette, and I am happy to be able to state that twelve new subscribers have been obtained in Rungpore, fifteen in Dinagepore, and sixteen in Bogra.

DEPUTY INSPECTORS.—The Deputy Inspectors have all worked cheerfully and well during the year under report, and in some cases their labours have been followed by most gratifying results.

The following tabular statement will show the amount of work done by each.

Name and District.	Number of schools under inspection.	No. of schools visited.	No. of miles travelled.
Baboo Horo Chunder Banerjee, Dinagepore & Malda, ...	35	94	2552
Baboo Koylas Chunder Bose, Moorshedabad, ...	24	104	2213
Baboo Piari Mohun Mookerjee, Rajshai, ...	21	120	1199
Baboo Bhubon Mohun Raha, Bogra & Serajgunge, ...	27	126	1897
Baboo Shama Churn Shurma, Rungpore, ...	39	80	1073
Baboo Utsobanundo Gosain, Gowalparah & Kamroop, .	51	147	2516
Baboo B. Nunkoo Singh, Nowgong & Durrung, ...	36	128	1515
Baboo Chundro Mohun Gossain, Lukhimpore and Sibsagor, ...	29	131*	1937

In some of the Bengal districts in this division, much valuable assistance has, during the year, been rendered to the

* For ten months only.

North East Division, Mr. Robinson.

department by native gentlemen, which it would be ungrateful not to acknowledge publicly.

In the district of Rajshai, the following are deserving of particular mention, Rajah Anand Nath Roy and Khan Dost Mahomed Chowdry of Nattore, Rajah Chunder Shekareshwor Roy of Tahirpore, and Baboo Shombhunath Chowdry of Parshodanga who contributes Rs. 100 a month towards the maintenance of the Anglo-Vernacular school at Chatmoor. To the Maharajah Taraknath Roy Bahadur of Dinagepore, we are indebted for the very neat and commodious house occupied by the Government Vernacular school at that station. He also contribntes Rs. 30 a month towards the support of an Anglo-Vernacular school at Rajgunge in his zemindari.

In the district of Rungpore the cause of education is awakening an interest in the minds of many of the zemindars, and I trust several of them will come forward liberally in the support of schools. Among these Baboo Ramoni Mohun Roy, long the Secretary of the Rungpore School Committee, has rendered us valuable assistance.

In the district of Bogra, my best acknowledgements are due to Rajah Krishnendra Roy for the liberality with which he has aided the Government Vernacular school at Kooshtiya. He is at present erecting a very commodious house at his own expense for the accommodation of the school, and has also provided it with a clock, a book-case and several articles of furniture, and having heard about a year ago that the services of an Assistant Master in the school were much needed, but that the proceeds from schooling fees did not admit of our employing one, he generously offered to pay the salary of an assistant himself, and since the 1st of May, 1862, has regularly paid Rs. 8 a month to this object. To Baboo Shamasankar Doss we are indebted for an annual contribution of Rs. 24 towards the maintenance of an assistant teacher in the Government Ver-

nacular school at Chanchitora, and in a variety of ways, considerable assistance has been given to the department by Baboo Madhab Chundra Moitra, the special Police Darogah at Bogra and Baboo Krishna Soonder Mozoomdar, the Darogah of thannah Ulapara in the Sub-Division of Serajgunge.

I have the honor to be,

Sir,

Your most obedient Servant,

WM. ROBINSON,

Inspector of Schools.

North-East Division, Mr. Robinson.

Classified List of the Schools in the North-East Division.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
			Rs. A. P.	Rs. A. P.
GOVERNMENT ZILLAH SCHOOLS.				
Rajshai,	Excellent,	175	269 0 11½	1 8 7
Gowhati,	Good, ...	177	179 14 0	1 0 3
Sibsagor,	Good, ...	72	185 14 9	2 9 3
Dinajpore,	Fair, ...	94	202 12 4	2 2 6
Bogra,	Fair, ...	88	200 6 3	2 4 5
Malda,	Fair, ...	70	142 2 9	2 0 5
Rungpore,	Fair, ...	103	162 10 7	1 9 3
GOVERNMENT ANGLO-VERNACULAR SCHOOLS.				
Darjeeling,	Bad, ..	18	42 3 1	2 5 6
NORMAL SCHOOL.				
Gowhati,	Good, ...	37	154 2 4	4 2 7
GRANT-IN-AID ANGLO-VERNACULAR SCHOOLS.				
Gowalpara,	Fair, ...	162	114 0 0	0 11 3
Serajgunge,	Moderate	116	50 0 0	0 12 0
In Rungpore.				
Sadyapookur,	Good, ...	62	30 0 0	0 7 8
Peergatchi,	Fair, ...	47	30 0 0	0 10 2
Nuldanga,	Fair, ...	40	30 0 0	0 12 0

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.			Cost to Government of each boy per mensem.		
			Rs.	A.	P.	Rs.	A.	P.
In Moorshedabad.								
Jungipore,	Fair,	35	50	0	0	1	6	10
Gokaran,	Fair,	31	25	0	0	0	12	10
Goas,	Moderate,	58	35	0	0	0	9	7
Shrimanthpore,	Moderate,	35	25	0	0	0	11	0
Nashipore,	Indifferent,	30	50	0	0	1	10	8
In Mulda.								
Nawabgunge,	Good,	100	32	0	0	0	6	5
In [illegible]hai.								
Chatmor,	Fair,	85	100	0	0	1	2	9
In Boyra.								
Chukbarul,	Indifferent,	55	20	0	0	0	7	5
In Seraggunge.								
Garadoi,	Good,	86	25	0	0	0	7	4
In Gowalpara.								
Gowripore,	Fair,	66	47	8	0	0	11	6
In Kamroop.								
Borpeta,	Indifferent not drawn	102	28	0	0	0	4	4
In Sibsagor.								
Jorhát,	Indifferent not drawn	103	45	8	0	0	7	10

North-East Division, Mr. Robinson.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
			Rs. A. P.	Rs. A. P.
UN-AIDED ANGLO-VERNACULAR SCHOOLS.				
In Moorshedabad.				
Kandi, ...	Good, ...	200		
Nizamut school, ..	Moderate,	200		
Chongai, ..	Moderate,	30		
Fareedpore, ...	Moderate,	25		
In Rajshai.				
Lokenath School, Baulia, ..	Fair, ...	100		
Prosonnonath in Dighapatiya, ..	Fair, ..	100		
Tirol, ..	Indifferent,	40		
Haripore, ...	Indifferent,	40		
Chinabatkar, ..	Indifferent,	50		
In Dinagepore.				
Raigunge, ...	Fair, ..	59		
Sujapore, ..	Fair, ...	30		
In Rungpore.				
Tusbandar, ...	Moderate,	50		
Tambulpore, ...	Moderate,	52		
Kakina, ...	Moderate,	32		
Mahigunge, ...	Indifferent,	35		
Sonatoli, ...	Bad, ...	26		
Tazhat, ...	Bad, ...	22		
Bhilarband, ...	Bad, ...	20		

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.			Cost to Government of each boy per mensem.		
Government Vernacular Schools.								
In Dinagepore.								
Dinagepore, ...	Excellent,	170	45	0	0	0	4	3
Mahadebpore, ...	Excellent,	36	20	0	0	0	8	10
Khansama, ...	Excellent,	37	20	0	0	0	8	7
Mothograpore, ...	Excellent,	51	20	0	0	0	6	3
Sabazpore, ..	Excellent,	37	20	0	0	0	8	7
Jogadal, ..	Good, ..	42	20	0	0	0	7	7
Churamon, ..	Fair, ...	31	20	0	0	0	10	4
Potiram, ...	Fair, ...	28	20	0	0	0	11	5
Ghofaghat, ..	Moderate,	19	20	0	0	1	0	10
In Malda.								
Malda, ...	Excellent,	125	25	0	0	0	3	2
In Moorshedabad.								
Kandi, ...	Excellent,	100	20	0	0	0	3	3
Saidabad, ..	Fair, ...	40	15	0	0	0	6	0
In Bogra.								
Bogra, ...	Excellent,	141	25	0	0	0	2	10
Chanchitara, ..	Excellent,	60	20	0	0	0	5	4
Kooshtiya, ..	Excellent,	47	20	0	0	0	6	9
Shaspore, ...	Good, ...	49	20	0	0	0	6	6
Sunja, ..	Good, ...	40	20	0	0	0	8	0
Champapur, ...	Moderate,	27	20	0	0	0	11	10
[illegible], ...	Moderate,	43	20	0	0	0	7	5
[illegible], ..	Indifferent,	30	20	0	0	0	10	8
[illegible], ...	Indifferent,	40	20	0	0	0	8	0

North-East Division, Mr. Robinson.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
			Rs. A. P.	Rs. A. P.
In Rungpore.				
Boda,	Good,	50	20 0 0	0 6 4
Chandonpat,	Good,	50	20 0 0	0 6 4
Subornodoha,	Good,	52	20 0 0	0 6 1
Chilmari,	Fair,	48	20 0 0	0 6 7
Banguria,	Fair,	52	20 0 0	0 6 1
Barsti,	Fair,	40	20 0 0	0 8 0
Olipur,	Moderate,	45	20 0 0	0 7 1
Jaunpur,	Indifferent,	35	20 0 0	0 9 1
In Gowalpara.				
Dalguma,	Indifferent,	24	12 1 0	0 6 8
Lakhipur,	Bad,	18	11 12 0	0 10 5
In Kamroop.				
Gowhati,	Good,	186	75 8 4	0 6 5
Borpeta,	Good,	102	25 10 10	0 4 0
Purbopar,	Good,	39	22 8 11	0 9 3
Chorani,	Fair,	56	23 6 5	0 6 8
Chumuria,	Fair,			
In Durrung.				
Tejpur,	Fair,	58	30 12 0	0 8 9
Setmadar,	Moderate,	27	4 3 5	0 2 6
In Nowgong.				
Nowgong,	Fair,	65	35 12 0	0 8 9
Hatigaong,	Fair,	30	3 13 13	0 2 0
Gakhabejee,	Moderate,	33	7 14 0	0 3 9

Report of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.			Cost to Government of each pupil per mensem.		
			Rs.	A.	P.	Rs.	A.	P.
In North Kachar.								
Asaloo,	... Bad, ...	23	31	0	0	1	5	6
In Sibsagor.								
Sibsagor,	.... Good, ...	103	30	0	5	0	4	7
Golaghat,	... Moderate,	57	12	4	6	0	3	5
In Lakhimpur.								
Dibrugor,	... Fair,	57	55	3	1	0	15	7
Lakhimpur,	... Moderate,	29	20	0	0	0	11	0
Chaikhowa,	.. Indifferent,	31	23	13	1	0	12	3
Tongakhat,	... Indifferent,	18	7	8	0	0	6	8
Dowkwakhana,	... Indifferent,	11	6	4	0	0	9	1
GRANT-IN-AID VERNACULAR SCHOOLS.								
In Dinagepore.								
Koliagunge,	.. Good, ...	30	10	0	0	0	5	4
Pakurhat,	... Good, ..	54	10	0	0	0	2	11
In Moorshedabad.								
Lalbag,	... Excellent,	93	12	8	0	0	2	1
Panchtopae,	... Excellent,	54	15	0	0	0	4	5
Jungipore,	.... Good, ...	27	11	0	0	0	6	6
Azimgunge,	... Good, ...	60	16	0	0	0	4	3
In Rajshai.								
[illegible]	... Excellent,	86	28	8	0	0	5	3
[illegible]	... Excellent,	82	22	0	0	0	4	3
[illegible]ara,								
[illegible]on or Tahirpore,	... Good, ...	45	15	10	8	0	5	8
[illegible]hatpore,	... Good, ...	26	15	8	0	0	9	3
[illegible],	... Good, ...	78	5	5	4	0	1	1
[illegible]ria,	... Fair, ...	29	2	8	0	0	1	4

North East Division, Mr. Robinson.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy.
			Rs. A. P.	Rs. A. P.
In Bogra.				
Chandaikona, ..	Good, ...	50	10 0 0	0 3 2
Bogra girls' school, ..	Bad,	27	15 0 0	0 8 10
In Sub-Division Serajgunge.				
Saidabad, ...	Excellent,	56	20 0 0	0 5 8
Nalchiya, ...	Good, ...	36	8 0 0	0 3 6
Kumaul, ...	Good, ...	30	7 0 0	0 3 8
Sahajadpore, ..	Indifferent,	49	10 0 0	0 3 3
In Rungpore.				
Belka Nawabgunge, ...	Good, ..	45	10 0 0	0 3 6
In Gowalpara.				
Belsipara, ...	Fair, ...			
In Durrung.				
Tejpore, ...	Fair, ...	20		
Udalguri, ...	Fair, ...	26		
Borgaon, ...	Moderate,	27		
Borpathar, ...	Moderate,	27		
Bengbari, ...	Moderate,	20		
Dolgaon, ...	Bad, ...	19		
Shamabari, ...	Bad, ...	30	150 0 0	0 12 0
Kalaigong, ...	Bad, ...	21		
Silpathar, ...	Bad, ...	16		
Tinkuria, ...	Bad, ...	14		
Sukanpur, ...	Bad, ...	11		
Dhala, ...	Bad, ...	16		
Dalsingla, ...	Bad, ...	12		

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
VERNACULAR SCHOOLS IN COURSE OF IMPROVEMENT.			Rs. A. P.	Rs. A. P.
In Dinagepore.				
Rajarampore, ..	Fair, ..	16		
Sibgunge, ...	Fair, ..	47		
Dangram, ...	Fair, ..	40		
Rajbari, ..	Fair, ..	43		
Old Sibgunge, ..	Fair, ..	58		
Ranisangkar, ..	Moderate,	30		
Joygunge, ..	Moderate,	32		
Rajgunge, ..	Moderate,	42		
Khamrua, ..	Moderate,	39		
Haripore, .	Moderate,	51		
Jhanbari,	Indifferent,	5		
Jhapartoli, ...	Bad,	45		
Baroti, ..	Bad, .	35		
Bhomrada, ..	Bad, ..	35		
Harinaraiyanpore, ..	Bad, ..	40		
Kunjo Ghoraghat, ...	Bad, ..	46		
In Malda.				
Sarbari, ...	Excellent,	130		
Sibgunge, ...	Good, ..	35		
Muchia, ...	Fair, ..	31		
Gilabari, ...	Fair,	35		
In Moorshedabad.				
Soktipore, ...	Excellent,	30		
Berhampore, .	Good, ..	25		
Bidarga, ...	Good, ..	25		
Islampore, ..	Good, ..	30		
Dowlat bazar, ...	Fair, ..	30		
Jamna, ...	Indifferent,	20		
Joypore, ..	Indifferent,	20		
Baghdanga, ...	Bad, ...	20		
Lalbagh, ..	Bad, ...	25		

North-East Division, Mr. Robinson.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
In Rajshai.			Rs. A. P.	Rs. A. P.
Jalaimari, ..	Fair, ..	72		
Nawabgunge, ..	Fair, ..	56		
Kapasia, ..	Moderate,	48		
Shompura,	Moderate,	41		
Baulea, ..	Bad, ..	36		
Nattar, ..	Bad, ..	35		
Nohali, ..	Bad, ..	30		
Khorbona, ..	Bad, ..	34		
In Bogra.				
Bogra, ..	Fair, ..	50		
Khulsai, ..	Moderate,	33		
Chatingram, ..	Moderate,	30		
Gangnagor, ..	Indifferent,	30		
In Sub-Division Serajgunge.				
Patajoya, ...	Good, ...	78		
Harina baghbari, ..	Good, ...	71		
Toolkucha, ...	Indifferent,	62		
Jamirta, ..	Indifferent,	72		
Ulapara, ..	Bad, ..	62		
In Rungpore.				
Debigunge, ..	Fair, ...	44		
Bhotmari, ..	Fair, ..	40		
Putmari, ..	Fair,	50		
Haripore, ..	Fair, ..	35		
Bamandanga, ...	Moderate,	52		
Badargunge, ...	Moderate,	35		
Guzghanta, ...	Moderate,	40		
Godarhat, ...	Moderate,	38		
Tulsihat, ...	Moderate,	25		
Tapa, ...	Moderate,	32		
Lakhipore, ...	Indifferent,	28		
Landanga, ...	Indifferent,	30		
Burobari, ..	Indifferent,	32		
Kistogunge, ..	Indifferent,	42		
Jagonathpore, ...	Indifferent,	52		

			Rs.	A.	P.	Rs.	A.	P.
Ghorialdanga,	Bad,	41						
Pochagor,	Bad,	30						
Borokhata,	Bad,	35						
Ghoramara,	Bad,	35						
Salmari,	Bad,	45						
Subsidized Schools in Assam.								
Madurtola,	Fair,	72	13	8	0	0	3	0
Utorgobati,	Fair,	53	9	15	0	0	3	0
Purubpore,	Fair,	61	11	7	0	0	3	0
Holeshwar,	Fair,	31	5	13	0	0	3	0
Medossi,	Fair,	37	6	15	0	0	3	0
Janjhi,	Fair,	38	7	2	0	0	3	0
Nazira,	Fair,	41	7	11	0	0	3	0
Balibat,	Fair,	40	7	11	8	0	3	0
Robaitari,	Moderate,	53	8	4	6	0	2	6
Bokatari,	Moderate,	50	7	13	0	0	2	6
Bejra,	Moderate,	47	7	5	6	0	2	6
Patidurung,	Moderate,	59	9	3	6	0	2	6
Balishastar,	Moderate,	38	5	15	0	0	2	6
Sindurikhal,	Moderate,	42	6	9	0	0	2	6
Ramdiya,	Moderate,	57	6	14	6	0	2	6
Singhiya,	Moderate,	30	4	11	0	0	2	6
Solsoli,	Moderate,	31	4	13	6	0	2	6
Pathori,	Moderate,	29	4	6	0	0	2	6
Silabondha,	Moderate,	40	6	4	0	0	2	6
Totiya,	Moderate,	43	6	11	6	0	2	6
Sarong,	Moderate,	34	5	5	0	0	2	6
Longkak,	Moderate,	29	4	8	6	0	2	6
Choraibaha,	Moderate,	46	7	3	0	0	2	6
Gorpore,	Indifferent,	68	8	8	0	0	2	0
Karipara,	Indifferent,	31	3	14	0	0	2	0
Biakoli,	Indifferent,	40	5	0	0	0	2	0
Dherompore,	Indifferent,	34	4	4	0	0	2	0
Nalbari,	Indifferent,	38	4	12	0	0	2	0
Betua,	Indifferent,	29	3	10	0	0	2	0
Nilachol,	Indifferent,	43	5	6	0	0	2	0
Mikirpar,	Indifferent,	27	3	6	0	0	2	0
Uriyajagaon,	Indifferent,	32	4	0	0	0	2	0
Teliagaon,	Indifferent,	30	3	12	0	0	2	0

			Rs.	A.	P.	Rs.	A.	P.
Sipajhar,	...	Indifferent,	35	4	6	0	2	0
Sorika,	..	Indifferent,	36	4	8	0	2	6
Jorhat,	..	Indifferent,	28	3	8	0	2	0
Bamongang,	..	Indifferent,	35	4	6	0	2	0
Daliagong,	..	Indifferent,	42	5	4	0	2	0
Bentbari,	...	Indifferent,	39	4	14	0	2	0
Kumargang,	..	Indifferent,	43	5	6	0	2	0
Dangdarp,	..	Indifferent,	47	5	14	0	2	0
Borkhatar,	..	Bad, ...	27	2	8	6	1	6
Nornai,	...	Bad, ...	26	2	7	0	1	6
Jolupara,	..	Bad, ...	30	2	13	0	1	6
Bootamari,	...	Bad, ..	23	2	2	6	1	6
Khagrabari,	..	Bad, ...	20	1	14	0	1	6
Garigaon,	...	Bad, ..	47	4	6	6	1	6
Behidiya,	..	Bad, ...	33	3	1	6	1	6
Ajra,	...	Bad, .	40	3	12	0	1	6
Soraighatta,	..	Bad, ...	28	2	10	0	1	6
Sialkuchi,	..	Bad, ...	34	3	3	0	1	6
Majgaon,	...	Bad, .	27	2	8	6	1	6
Sanukuchi,	..	Bad, ..	31	2	14	6	1	6
Ranitanna,	...	Bad, ...	28	2	10	0	1	6
Borigog,	...	Bad, ...	26	2	7	0	1	6
Sorukhetri,	...	Bad, ..	44	4	2	0	1	6
Panduri,	..	Bad, ...	40	3	12	0	1	6
Dharapore,	..	Bad, ..	37	3	7	6	1	6
Bojali,	...	Bad, ..	28	2	10	0	1	6
Sundordiya,	...	Bad, ...	36	3	6	0	1	6
Gugua,	..	Bad, ..	20	1	14	0	1	6
Boradiya,	..	Bad, .	24	2	4	0	1	6
Chorogram,	..	Bad, ...	26	2	7	0	1	6
Bhelguri,	..	Bad,	27	2	8	6	1	6
Morikolong,	..	Bad, ...	21	1	15	6	1	6
Topokuchi,	..	Bad, ...	20	1	14	0	1	6
Narikoli,	..	Bad, ...	18	1	11	0	1	6
Bansgora,	...	Bad, ...	37	3	7	6	1	6
Sonarigaon,	..	Bad, ...	29	2	11	6	1	6
Dakbiajuli,	..	Bad, ...	51	4	12	6	1	6
Rajdia,	..	Bad, ..	43	4	0	6	1	6
Deargaong,	..	Bad, ...	39	3	10	6	1	6
Kacharibat,	...	Bad, ...	44	4	2	0	1	6
Kokila,	..	Bad, ...	32	3	0	0	1	6
Kolongpore,	...	Bad, ...	39	3	10	6	1	6

Reports of Inspectors of Schools.

A Synopsis of the list given above.

	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassified.	Total.
Government Zillah Schools, ...	1	2	4	0	0	0	0	7
Government Normal Schools, ...	0	1	0	0	0	0	0	1
Government Anglo-Vernacular Schools, ...	0	0	0	0	0	1	0	1
Government Vernacular Schools, ...	10	10	13	8	7	3	0	51
Aided Anglo-Vernacular Schools, ...	0	3	7	4	3	0	0	17
Aided Vernacular Schools, ...	6	11	4	3	1	9	0	34
Anglo-Vernacular Schools open to inspection, ...	0	1	4	6	4	3	0	18
Vernacular Schools under improvement, ...	2	6	15	15	11	17	0	66
Subsidized Schools in Assam, ...	0	0	8	15	18	34	0	75
Total, ...	19	34	55	51	44	67	0	270

WM. ROBINSON,

Inspector of Schools.

North West Division, Mr. Fallon.

FROM

S. W. FALLON, ESQ., M. A., PH. D.

Inspector of Schools, North-West Division.

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

Fort William,

Dated, Patna, 8th June, 1863.

SIR,

I HAVE the honor to submit my report on the state of education in Behar at the close of the official year 1862-63.

Of progress during the year there is absolutely almost nothing to record, nor am I in a position to speak from personal observation of the present as compared with the past state of education in this division.

PRIMARY SCHOOLS.—I will dwell in the first place on the condition and prospects of our primary or Government Vernacular schools considered in themselves and in comparison with Indigenous schools.

But before entering on details and the conclusions to which they lead, I ought to state what were the main objects which I proposed to myself on setting out on my tour, and how far I succeeded in compassing them. The cold season, as you are aware, was half over before my appointment to this Division, and by the time I was set free from the pressure of a new charge, the best half had passed of what remained, and in three months the official year would terminate. Under the circumstances I resolved on seeking only a general acquaintance with the state of each of the eight districts which form this Division, reserving for the next session a more full and detailed examination.

PLAN OF INSPECTION.—My first care would be to ascertain personally the qualifications of the subordinate agency for per-

forming the work upon which it is employed; my next, to observe a few specimens of each class of schools in each of the districts, the evidence at once of the state of education in these parts, and of the ability and industry which had been exerted by each individual. Both objects could be accomplished, and most effectually so, at one and the same time. The Master might teach his class as he was wont to teach it from day to day; the students would answer as they could; while the Head Master would direct, or the Deputy Inspector proceed with his inspection, each, in the presence of the Inspector, doing his own work, and shewing how he could best do it according to the capacity he possessed, and the readiness or inaptitude which bespeaks habitual practice or the neglect of it.

There was yet a third object towards which attention might at the same time be directed. If strangers could be attracted to these schools and induced to look on and take a part in the examination, a common interest might be awakened and some degree of co-operation secured. While some contributed their influence or their money, many could afford a portion of their time in watching the progress of the school, a check on the idle, and an encouragement to the diligent.

PATNA.—*Vernacular schools, Phulwari.* The Head Master of this school is slow, solemn and impassive. The boys are seated apart by themselves, and the teacher sits apart by himself. He is requested to call up a class. Five boys are assembled from different parts of the room. They all read together to the Moulvi and the Moulvi listens impartially to them all. At my suggestion they read one at a time. When they have all read, making numerous mistakes which the teacher never notices, I wait to see what comes next. Nothing. The boys go on mumbling over what they have just read and the teacher sits silent and supine. Is there nothing more? "No." The boys are learning. His task is done.

North West Division, Mr. Fallon.

I take up the class to shew how the boys should be taught. A number of the passers-by stand and look on. The Moulvi drives them off, and I have to make him understand that they ought to be encouraged to visit the school and to examine the boys, which I invite them to do.

The senior class has read twelve pages of a little story book in Urdoo. The junior classes read Persian. "They have not *takat* (ability) to read Urdoo yet." An idea of this absurdity might be formed, if we could imagine the highest class in a primary school in England reading "Frank and his dog Trusty" while the junior classes read Cicero.

The assistant teacher is for the Hindi department. He is a young lad said to have been appointed only a month ago. I ask him to go on teaching his class without minding me. He stares with blank surprise, makes a few steps towards the boys, and stands still. I repeat my request, but to no purpose. It turns out that he can't read at all, and has only just begun Hindi himself under the Circuit Teacher; lately a scholarship holder of the second grade, who is preparing him for his work.

The Circuit Teacher, Janki Persad, seems an active and intelligent youth, just one of those promising scholars whom a Normal school might turn out a good teacher.

Manair.—Has been always classed as a school of the first grade, and it held this rank in the last half-yearly return of the Deputy Inspector, dated 31st October, 1862. But unfortunately for its reputed credit, the Collector visited the school on the 18th December in his annual tour, and the very next post brought a report from the Deputy Inspector shewing how the Collector had come to the school at an hour (10 o'clock), when the boys had just been dismissed and only seventeen had not yet left, and how the Pundit had been very ill for some time, though he still continued to attend to his duties until that very day, and how only twenty-two boys could be assembled and

the school had fallen off considerably. I immediately wrote to Mr. Alexander, the Collector, expressing my acknowledgements for his visit, which had produced more benefit than he probably imagined. The Deputy had simply anticipated any report which the Collector might make, and seated in my office, of which I had just taken charge, I had been furnished incidentally with what seemed to be a tolerably correct representation of the true state of the school.

When such are the indirect results of a casual visit by one in authority, what a rich harvest of moral and intellectual fruit might be reaped, not through the official influence which many deprecate, but through the personal influence of high officials, for influence of some kind or another, for good or evil, is what no individual can avoid exercising, each in his own sphere and according to his capacity and opportunities.

A month later I visited this school. As I approach the school-house, I hear a din of many voices. They are the boys of the school, one and all shouting out their lessons at the top of their voices. This is on the same principle that your Chowkeedar halloos close up to your bedside when he wakes up from sleep, or the prisoners on the road ply their mallets vigorously at the first glimpse of the Magistrate. The two teachers look on perfectly satisfied at the violent shouting after knowledge which they have called into play. Most of the boys are doing just what they would do in a purely Indigenous school. On one side, the Hindi department is learning to add and multiply rupees, annas and pice, and to write the days of the week, and the names of persons with whom they might open an account when they take their father's place in the shop. On the other side, the Mahomedan youth and office-seeking class are humming over the small vocabulary of stock Persian which is to help them to a place in a Government office. Useful and necessary acquirements certainly; but unfortunately

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they are the beginning and the end, the sum total of knowledge and culture of natives of every rank and degree, many of them occupying positions of vast social and political influence. And so it will continue to be until the necessary incentive is supplied by the Government, and students shall find it their interest to acquire, and teachers to impart, somewhat of the knowledge and the tastes which elevate the mind and purify the heart.

A few boys are reading Urdoo. Some are yet in the second page, and no boy has advanced beyond the sixth page. In the Hindi department four boys only have books in their hands, and they are open at the first page. The books might have been fresh from the printer's hand. Three of the four are committing to memory the first six lines of the first page, and the fourth, the Pundit gravely assures me, had read the book quite through, but he has been ill and now he cannot read a line.

I desire the Pundit to teach his class. But he never has taught it, and he cannot do it now. The boys are unable to answer a single question, and the Pundit is himself incapable of supplying the required answer. The whole thing has been got up against my expected arrival. Among other failures, the Pundit, so called, does not know the derivation of so common a word as *prabhu*. He is an ignorant illiterate man; and the second teacher, a Mahomedan, with a most disreputable look, simply holds up his chin, twists his moustache and looks calmly overhead while his class is reading to him.

A PROMISING STUDENT.—In pleasing relief to all this unmitigated sham is a youth with some six or eight books by his side, his eyes beaming with intelligence and bright with anticipated pleasure as he looks about longing for his turn to be examined. His books are remarkably clean and neat, as is his personal appearance, and he has been at the expence of having

them strongly bound. His cyclopædia of learning comprises a history, a collection of biographical sketches of eminent men, a volume of lessons in general knowledge, a book of geography, a grammar, a treatise on surveying, and the whole course of Arithmetic—little enough, but still a great stride in advance of the illiterate and uninformed pupils of an indigenous school. He reads fairly and understands what he reads, and when any explanations are given him, I find him quick to apprehend and eager to learn. He is a Vernacular Scholarshipholder of the second grade attached to the Munajr School, but taught in fact by the Circuit Teacher.

Dinapore.—This school being easy of access I am able to come upon it unawares and to see it as it is. No sooner do I appear at the head of the lane which leads to the school-house than a little boy springs up from the earth and runs along ahead of me. He is making for the school which is not many yards from the top of the lane, at which point the boy invariably catches the first glimpse of me, so I am up quickly after him. The school is empty. The head master, who lives in the school-house, has just rubbed his eyes and adjusted his cap. The assistant master is ill, or a new one stands in his place. The boys have this moment been dismissed, or they are now on their way to the school. The hours for the boys to come to school are any time from "6 to 8 A. M." and they are dismissed "any time from 10 to 12." They are re-assembled in the "afternoon" and are dismissed in the "evening," which means no hour in particular.

On my first visit I found the usual absence of order, discipline or method, and I left after giving some directions on these points. On my next visit, I looked for some improvement. There was none. I was not expected again so soon, and my instructions had been held in abeyance. On my third visit I observed indeed an appearance of better order and manage-

ment, but along with this, I detected a preconcerted cheat. The Urdu books of the prescribed course are there, each boy with a book lying open before him as it should be. But what's this, and this, and this, and that one there *under* the Urdu book? Bostan and Abu-l Fazl and Karima and the Koran. These were the books they had been reading in fact, and the Urdoo books were hastily produced by the time my inevitable *avant courier* had announced me.

The same teacher at whose instigation the pupils had practised this piece of jugglery, I detected prompting one of the boys of the class under examination. Is this an uncommon case, or is it the normal character of the indigenous or "private schools" in which are educated (?) the public officers who are nominated to situations of trust and responsibility? In a scheme of national education we should have for our primary schools, men of principle and character at least, and they should be secured at any price.

* * * * * * * *

In the Hindi department are twelve pupils, not one of whom has been taught to read. A prevailing feature of the Vernacular schools is, that the master *will* answer for the pupils any enquiry you may make of them, and the pupil always expects the master to answer for him. If you are very quick, you may succeed in stopping the teacher in time, but only to detect some dumb signalling between the master and his pupil.

SHAHABAD.—*Ikhtyarpore.* The Urdoo department of this school is much better than that of the three schools in the Patna district just described. Here at least is some attempt at classification and order with a fair average of classes, and a tolerable show of books. Some eight or ten boys have read from 3 to 7 pages of our elementary Urdoo books, and two more are preparing for the Scholarship examination. The

difference is striking and I try to discover the cause. The schoo is but three miles from the sudder station of Arrah, and the Mohulla is called "Kaith Mohulla" from its being the residence of Kaiths, from which class the Persian offices are principally recruited. Doubtless their ability to read Urdoo, after a fashion however, is to be attributed to the knowledge of Persian they have been acquiring with a view to a place among the greatly envied Omlah, and a portion of their time, just two weeks probably before the expected annual visit of the Inspector, has been diverted from the all-absorbing study of Persian to be given to a little Urdoo, just enough to satisfy for the time the powers that be. The inspection over, the Urdoo books may be laid aside for another twelve months.

Still, the teacher, a more respectable looking man than I had yet seen in such a post, evinced some capacity for school discipline. Where had he acquired it? He had seen the English school at Chupra, and the Sub-deputy (a trained master from the Normal school at Benares) had taught him the way to teach, to make the boys read distinctly and not in a sing-song tone, and to exercise them in dictation and on the map, and to regulate their conduct and maintain order in the school. The 1st Circuit Teacher also had taught him Arithmetic. He was selected for his office by the former Deputy Inspector, Prabhoo Dyal.

A Hindi Pundit.—How are the Hindi pupils employed meanwhile? They are forming letters and figures on the ground or on wooden boards, each after his own fashion, without instruction or copy. Where are the readers and what do they read? Three or four boys read the Hindi Primer, and the Pundit calls to the boys to go and fetch their books and to say how much they have read. I request him to teach a class, at which he looks puzzled, and seems to say "What can he possibly mean?" and therewith he cries out "*parho parho*"

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(read away, all of you), and the whole school shouts out all the louder, and he paces up and down flourishing a long switch. Is that all? yes "*parho, parho*" is all I can get out of him. I find that the Pundit cannot read at all.

Jugdeespore—Mr. Burrowes of Behia.—Having learnt from the Sub-deputy that Mr. Burrowes and his assistant Mr. Thomson took great interest in the school at Jugdeespore, I made a point of visiting it in company with these gentlemen. Mr. Burrowes, with whom I had some interesting conversation on the subject, had to leave the next day for England, and Mr. Thomson and his assistant accompanied me to the school. We spent above two hours in it, and both the gentlemen exhibited the most lively interest while I put the clssses through an examnation, and Mr. Thomson observed that they now saw what was required, and they would be able to look after the school to more purpose. They then took me over the ground on which they proposed to erect a large and substantial school house, and wished me to furnish a plan and to select qualified teachers for the new school on such salaries as I should see fit to assign them. I suggested that a tolerable teacher of English might be obtained on a salary of one hundred rupees, and Mr. Thomson said he should be prepared to pay that sum.

BEHAR.—*Daoodnuggur.* We are now in the only district in Behar which is superintended by an educated Deputy Inspector. The change is like passing from a priest-bound despotism into a land of liberty and enlightenment. The first thing which strikes the eye is the plentiful supply of alphabet cards and cards of compound letters in the Nagri character in the hands of the pupils. The two upper classes have read from seven to eighteen pages of the History of India and Lessons in general knowledge, but the great bulk of the school of which 64 boys are present is still in single and compound letters.

The Deputy states in explanation that the boys will not be persuaded to read our books. Can we, though we do, blame them? Can we expect a rude and degenerate people, who have not seen or heard any thing of the arts of civilized life, to see any connection between History and Geography and the business and pleasures of life as they know them? Let us look at home. How often have we heard English gentlemen of education say: "What is the use of all this Greek and Latin? Mathematics? He is going into the Cavalry. Political Economy? That is only for politicians." And again, whence the terms "classical" and "commercial" as applied to education, and wherefore the first question asked about a boy just entering school, "What do you intend him to be?" Where is the difference? In principle there is none; for with the uncivilized native as with the enlightened European, there is the same tendency to look to professional education as the chief if not the only preparation for life. Before we condemn Behar as Bœotian or deficient in enterprise, it is incumbent on us to reckon up, if we can, the multiplied and still multiplying influences which have co-operated to produce the degree of enterprise and intelligence of any people with whom we may happen to compare the people of Behar, influences which are as yet totally wanting in this province. There can be no education for the people while there is, to the mind of the native, no palpable incentive to make him accept the education offered him. And yet the State can supply this incentive, *directly*, by requiring some degree of liberal education in candidates for the public service, and *indirectly* in a still larger measure, by attracting to the country the European intelligence and enterprise which alone can raise a people sunk too low to raise themselves—or we should not now be here.

Both teachers are ignorant and illiterate. The Deputy says he is obliged to keep on the old established teacher of the

town, because if he was to go, his pupils would go too. It is worthy of remark that this is the only Deputy Inspector who has frankly admitted failures and their causes. Such is the moral superiority, or, if you will, the expedient honesty, of superior enlightenment, of natives who have been educated in our Anglo-vernacular schools. Unlike the uneducated Deputies of Patna and Shahabad, the Deputy Inspector of Gya does not return an inferior school like this at Daoodnuggur as a first grade school. A further indication of the better tone of a Government Zillah school is seen in the scrupulous precision with which the Deputy of Gya in his returns habitually classes the first grade schools as first, second, third, &c., in order of merit.

The visitor's book also is something more than the Deputy's autograph. It contains useful directions with instructive comments on the state of the school. But here is a leaf out! "Oh, that was torn off to write a letter." The Deputy Inspector is instructed to see that the school registers are paged.

AN INTERESTING SCHOOL.—*Konch.* This is the first school I have yet seen in which Geography and Hindi Grammar are systematically taught. The wall is hung with maps, and the boys are able to point out places on them. Here at least there is no mere appearance of reading our books. The boys are not as elsewhere in the second or third page only. Except the two lowest classes, which form too large a proportion of the aggregate number in the school, all have read from fifty to eighty-two pages. Their proficiency in parsing especially interests me. It is so rare a thing in the Vernacular schools. The natural intelligence of the boys has been sharpened by exercise, as the bright looks and sharp and ready answers of some of the boys testify. This school and the next we shall come to, Jahanah, are classed as first grade schools, and so I find them.

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ORDER AND MERIT.—*Jahanah.* Is perhaps on the whole better than the school just seen. Eighty-three boys are present. There is some spirit and emulation among the pupils, and they appear eager for the examination, which is always a favorable sign. Several of the inhabitants crowd round to witness the examination. There is some system and order too observable in this school. In Grammar they do not acquit themselves nearly so well as the boys at Konch. In Arithmetic the upper classes have advanced up to decimals, and four boys are tolerably proficient.

The head teacher is not active enough, and his knowledge of Hindi is very limited. The officiating Circuit Teacher, a Vernacular scholarship-holder of the first grade, is considerably better. His knowledge of Hindi is tolerable, and he shews better than he did but a few days since at Daoodnuggur. He has been quick to profit by the few hints thrown out in the course of inspection. The officiating Circuit Teacher of the first grade, Bunsilal, is deficient, dull and slow. It is worthy of note that of all the competitors who came up from six districts for the last scholarship examination, this one and Patna were the only districts of which no pupils had to be excluded for copying.

REV. A. CLARKE.—Mr. Clarke who takes a great interest in the Gya school, and has often visited the Vernacular schools in the district, has kindly promised to look after them and to keep me informed as to their state of progress and proficiency.

* * * * * * * *

SARUN.—*Mobarukpore.* Knowing the active interest which the Secretary to the Local Committee, Dr. Jackson, takes in the Chupra school, I asked him to accompany me, which he did most readily. The Deputy and his assistants are already here. The small dark inner room and the outer verandah are filled with boys who sit any how. Which is one class and

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which another, it is impossible to say. There is no sign of division into classes. We look round in vain for the Master's place. We are obliged to ask. He sits with three or four boys before him, and some sixty boys sit behind. We wish to see him teach. One boy bends forward and begins to read, and the Master bends forward too, until their heads nearly meet. For the time the Master has no eyes for any boy but the boy who reads close up before him. The boy reads on and on, and we wait in vain for the teacher to cry "stop." He won't do that because the next boy can't read half so fluently, for fluency is all, and the rest can barely read at all. He corrects no mistakes and puts no questions. I take up the examination myself, for the Deputy who should direct him is no better than the teacher.

* * * * * * * *

In the highest class two boys are preparing for the scholarship examination. Last year a boy from this school was excluded for copying. In the next class are three boys of whom two are up to Extraction of Roots in Arithmetic. Some of the lower boys are in Rule of Three or Fractions. Two only learn Grammar. The lowest class learns Arithmetic only. Throughout the school, neither History, Geography nor any other branch of knowledge is taught. It is at once a failure and a farce. They know nothing, for they have been taught nothing. But the wily teacher blandly insinuates that they are but frightened, and the boys know that their master tells a falsehood, and they have marked the deceitful tone and look, and they imbibe the poison of his immoral teaching, and they carry it with them into the public service, and there are those who wonder and innocently exclaim "Isn't it odd that a native *can't* speak the truth?" And they positively conclude that a lie is natural to a native, and that his moral elevation is hopeless and impossible.

Reports of Inspectors of Schools.

Of the six districts which sent up candidates for the scholarship examination last year, the largest number who went up and the smallest who succeeded were from this district. Of 33 competitors only 4 passed, and of these only one was found in the first grade, while as many as 7 were excluded for copying. Among the Sub-deputies and Circuit Teachers, only one Circuit Teacher, Soobhan Khan, displays any intelligence, and that is confined to a fair knowledge of Arithmetic and a tolerable foundation in the elements of Algebra.

At this point I found myself compelled to contract still further the plan of operations which I had proposed to myself on setting out. There was not time to advance further into the district, nor indeed to do more than ascertain the qualifications of my co-ordinates when I should meet them on my visit to the Zillah schools which remained to be inspected. As the deputies were, so their schools would be, allowance being made for local impediments.

REPORT OF MR. ANDERSON, ASSISTANT MAGISTRATE.—I have been favoured, however, with a report by Mr. Anderson, Assistant Magistrate at Chupra, on the state of education in this district, and I proceed to present a few extracts from it.

"No doubt some schools manifest an activity productive of considerable benefit to the vicinities in which they are established, but many are little better than a mockery.

"We have now eighteen schools very well distributed over the district, but a great many more will be required in order to reach the majority of the population. On enquiry it was found that the sphere of usefulness of each rarely had a radius longer than a cos.

"USE OF MAPS.—*Though Geographical maps* have been supplied by Government to all the schools, still some of the masters did not possess them, and it is to be feared some of

those who did possess them allowed them to lie idle at their homes. In the case of the *zemindary* schools, some of the endowers keep the maps as ornaments in their houses.

[They use them also to frighten their children with. They point to the map and cry "*bhui*" (goblin).]

"It is not likely that on the present salaries men will be found with all the qualifications necessary to teach.

"Several of the schools are without proper buildings for the accommodation of the scholars, and some have no building at all.

"At Sewan I found a desire on the part of the zemindars to obtain the services of an English teacher, and prepared to subscribe in aid of that end. At Huttooah the tutor of the Maharajah's son requested to be allowed to teach English at the zemindary school of the place."

It could not be otherwise. English leads to something. Mere knowledge or proficiency in the Vernacular leads to no end that is perceptible as yet to the native mind.

TIRHOOT.—The Deputy Inspector, Liakat Hossein, is well spoken of, but only as a diligent officer with some pretensions to Arabic. His Urdu conversation is interlarded with the most rarely-used Arabic words. Were he more or nothing of an Arabic scholar, he might be a better Urdu scholar and more useful as such. Of our Urdu translations of English books, he has no knowledge.

Then come two Sub-Deputies and a Circuit Teacher. One of the two Sub-Deputies, Ganesh Persad, seems intelligent and active. He has read six books of Euclid and Algebra up to Equations, and he is solicitous of some opportunity of learning more. I am told by the second master of the Mozufferpore school, that he has been to him for help in the prosecution of his studies. The other Sub-Deputy, Joogul Kishore, is much inferior to the first. The Circuit Teacher, Ram Lal, has

read three books of Euclid and some Algebra. He seems less active and intelligent than Ganesh Persad, and the officiating Deputy Inspector of Bhagulpore, Benaik Persad. All three learnt Mathematics from Lala Monohur Lal, formerly an Income Tax assessor, who taught them Mathematics from a pure love of teaching.

VERNACULAR SCHOLARSHIPS.—Of the candidates examined for Vernacular Scholarships, as many as eight passed in the first grade and one in the second grade. This is the largest number of competitors who passed from any one of the six districts. They were prepared for the examination principally by the Sub-Deputy, Ganesh Persad, just mentioned. I have marked him for promotion.

One of the first grade scholarship-holders who passed in May 1861 and was admitted into the Mozufferpore school, rose to the Entrance class in two years, and has been since appointed an English teacher in the Institution. He still keeps up his studies and embraces every opportunity of reading with the Head Master's class. This is an illustration of the tendency of Vernacular Scholarships to search out and foster talent and make it available for the public service.

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MONGHYR.—Monghyr gained no scholarships. There were but nine candidates, whose papers shewed no improvement on the year before, and all were rejected besides for copying.

The Deputy Inspector, Benarsi Persad, is in no wise qualified for his office.

BHAGULPORE.—The Officiating Deputy Inspector, Benaik Persad is active and intelligent. He has read six books of Euclid, and Algebra up to Equations, but has evidently not kept up his reading. Both the Circuit Teachers have a good knowledge of arithmetic up to decimals, and Bandeh Ali, the first Circuit Teacher, is perhaps, after Karamut Hossein, and

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Ganesh Persad and Gopal Lal in Gya, the best of the Circuit Teachers and Sub-Deputies.

Six scholarships were gained by candidates from this district, and five of the six belonged to the first grade.

PURNEAH.—The Deputy Inspector has not read any of the books with him for the use of the schools in his district. He has never been asked before. He will take care and read now. And so it is with men who want the foundation which prepares, and the cultivated tastes which dispose, the mind for the constant acquisition of knowledge. Without the habit of study or the taste for reading which is to be acquired in school, reading and study are irksome and not to be thought of. Without moral principle, the fear of detection and dismissal is the only motive power to make such men do the work they are paid to do.

ZEMINDARY SCHOOLS.—The quality of the zemindary or unaided schools can be inferred from that of the aided schools which have been described in the course of this narrative. This district is yet without the beneficial stimulus of scholarships. This want is to be supplied for the future.

GENERAL CONCLUSIONS.—But the necessary steps for providing a more efficient agency are already taken. A Normal school is to be established for the training of teachers in this Division, and the uneducated Deputies and Circuit Teachers are to be replaced by educated natives, though it will not be easy, even on the higher pay to be allowed them, to obtain men equal to the task of raising the moral condition of their countrymen.

WANT OF MODEL VERNACULAR SCHOOLS.—One thing remains. We want at least one or more Model Vernacular schools in each district with inducements proportioned to the resistance to be overcome in the attempt to improve the indigenous schools, which are nothing more than professional schools of the very lowest type and not at all places of education, properly so

called. Without these, I do not see how a beginning is to be made in the great work of educating the mass of the people through the medium of their Vernacular in accordance with the intent and spirit of the education despatch of 1854. The present average expenditure on the Government Vernacular schools, of which there are about eight in each district, is only 8 Rupees per month for each school.

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It is in vain that Behar is condemned as apathetic and backward, if we do not notice at the same time the absence in this Province of the conditions necessary to progress. We are bound to notice this absence, that we may account for the absence of results, while we indicate at the same time the wants to be supplied, and the extent of Government aid which should bear some proportion to the inability of a province to help itself. In its present condition all comparison with more favoured provinces is impossible. The position of Behar is the stagnation of an inland province compared with the numberless activities of sea-board towns and capitals, the torpor of a people who are as yet without any principle of life and growth from within, because there are not as yet for them any new and effective forces to stir them from without.

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The first and the only practical motive we can suggest to them is precisely what we must and do habitually suggest to ourselves. Their first thought as their first necessity, must be to provide for their daily subsistence; and, if we would have them learn what we think it good for them to learn, it must be through the establishment of a positive and palpable connection between this learning and the attainment of a comfortable subsistence. The Government can do this. It is the dispenser of vast patronage, and it needs an intelligent and honest and therefore an educated class of public servants for the public good and its own popularity. And the education

despatch of 1854, which cannot be too often cited, has, in its opening paragraph, emphatically recognized the intimate connection, too often denied, between education and integrity, and the absolute necessity there is for cultivating this integrity in view of the offices of trust and responsibility which the State must and does commit into the hands of natives of the country.

The State, therefore, has but to place education and the public service in their proper relation to each other, and the first demand for education created, the first impulse given, the movement must go on. With education tests of a higher or lower standard corresponding to certain classes of appointments, the Vernacular schools will be filled, new schools will spring up, existing schools will be improved. Geography and Mechanics and other branches of knowledge, deemed now of no importance, will acquire a certain value, our Vernacular school-books will be read, the natives will be disposed to pay considerably more than the *anna* per month which is now realized with difficulty, the salaries of the teachers will rise above the wages of the meanest day-labourer at which they are now rated, and better men will be induced to take up the profession of a teacher; and while the Government and the public obtain without difficulty the superior public servants they need, the people of Behar will be seen as capable of active exertion in sight of an object which they see and desire to possess as any other section of the human race having the same passions and faculties.

ANGLO-VERNACULAR SCHOOLS.—It is a very great stride from the Vernacular or primary schools for popular education, teaching a little pedantic Persian and Compound Addition for the sum of human knowledge, and the art of deception for morality, to the Zillah schools which prepare, or are expected to prepare, students for the University Entrance Examination. And

yet these schools, so far ahead of the primary schools, are very far from being in the condition in which they ought to be and might be.

PLAN OF INSPECTION.—The plan of inspection I pursued was in principle the same I had adopted in regard to the Vernacular schools.

What was the general tone of the school, or had it any? Were all the classes working as parts of one whole, the mind of the head of the Institution governing and animating every part, and making itself felt through this great living organism? I longed to see signs of life and emulation, of order and method and earnest intellectual effort. To draw out the students in conversation, to test their powers of thought and observation, to see whether or not the text book had been made the occasion for mental discipline, and to judge in short of the teacher's method of teaching, were of more importance than the ordinary methodical examination in particular subjects. There were so many things which went to constitute an efficient teacher. Did he command the attention of his class? Did he quickly follow up each question with another and another after it, keeping the class occupied and alive? Did he observe the primary principle of education, to do nothing for the pupil which the pupil can be led to do for himself? Did he put all the questions which are suggested by the passage read, or did he put any questions at all? Was he quick to notice and correct every, the slightest, mistake, or did he pass over scores of errors; or if he did notice them, did he correct them at once, or did he by suggestive questions conduct the pupil to the correct answer? How did he exercise the class on the passage just read, and in what order did the exercises follow one another? Did he call attention to the propriety or otherwise of thought or sentiment, and did he lead the student to refer each related thought to its principle,

building up systems of knowledge, not throwing together a jumble of crude unconnected notions? Did he direct notice to a word well put or misapplied, to a good idiom or a bad construction? Did he appeal, finally, to their moral perceptions, or strive to impress on their minds something of the purity and elevation of a cultivated intellect?

Less than all this, and much more besides, a teacher must not be. And yet, when a new teacher is wanted, or a scale of salaries is to be fixed, the full signification of the nature and purpose of education is apt to be forgotten, and Rs. 150 is held sufficient for a Head Master who is to give the tone to 200 or 300 students and their teachers, and Rs. 30, and even Rs. 15 is considered enough for an under-master by many who, while admitting in the abstract the wide difference between teaching and educating, persist in practice in regarding such under-master as one whose sole function is the simple task of initiating the learner in the "First Book of Reading."

ARRAH.—This school has but two English masters and one Persian and Urdoo Teacher, and not one of the three is fitted for his place. The highest class of the year is on a par with the third class in other Zillah schools.

Course and method are alike defective. The day has gone by when one boy after another was made to repeat a column of 'meaning spelling,' and the teacher is expected to do something more than simply hear a lesson got by-heart.

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The Persian-Urdoo Teacher teaches like any other *Meeanjee (pedagogue)* of the town. But the head master who is expected to direct the under-masters, appears to know nothing of the faults in the Moulvi's teaching.

No school could survive so much incapacity, and when, added to this, a hasty temper and undue severity come to be spoken of, and the son of an influential Sheristadar to be

chastised, albeit deservedly as the Local Committee ruled, the attendance dwindled down to 52 on the 31st December, 1862, and the fees realized were insufficient to provide a third English master.

The Head master has since been removed and his place is filled by Baboo Shyamachurn Gangooly, B. A. late Head master of the Malda School.

The removal of the other two inefficient teachers is delayed by the difficulty of getting qualified men for this Province.

GYA.—"The doors are open, but there is nobody about or within. It can't be a holiday?" I repeated to myself as I came up to the school-house where all seemed so still within and without. And yet upwards of one hundred boys are here at this moment, [illegible] all intent upon their proper work, learning or repeating their lessons in classes. They are all seated in one long hall on forms which are placed in parallel lines from end to end, and the Head Master's seat is on a platform in the centre from which he exercises full control of the whole school; for everybody is in his place, and every eye is on the book before him or directed towards the teacher of the class, and the learners are learning to themselves, and those who are repeating lessons or answering questions, repeat and answer just loud enough to be heard by their own class, and no boy is talking to his neighbour, or wandering from his place at his own will and pleasure. The discipline of the Gya school is by far the best in Behar. It is more. It is such as is rarely seen any where, and Mr. Behrendt is the Head Master who maintains this order.

The first class read and explain no worse than the same class in the other Zillah schools, while their knowledge of construction is considerably greater. Their knowledge of History, like that of all the Zillah schools, is simply an acquaintance with certain facts which have been committed to memo-

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ry. The facts have not been reduced to knowledge, no moral or political lesson has been deduced, no inference drawn. Mr. Behrendt puts in the plea that the quantity of reading required for the Entrance Examination is too much for sound digestion. No doubt it is too much for the small capacities that are to digest it. The pupils of underpaid and unqualified under-masters go to the Entrance class under the Head Master, unprepared to enter on the course of reading set down for this class. Hence when the Head Master happens to be competent and willing, as he seldom is, to put his pupils through a course of intellectual discipline, his ability and good intentions are vain and of no effect through the incompetency of his assistants who should, but do not and cannot, work up to him.

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Of six students who came up to the Entrance Examination, not one passed. The chief falure was in the Vernacular. On other subjects some of the candidates obtained very fair marks.

The Library with so many of the newest standard works which can be seen in their neat glass cases, is the finest and best kept among the Zillah School libraries. The application of a fair share of the school income to the improvement of the school library, is one among other indications of the love for books which the teacher must himself possess if he is to impart it to his pupils. This is a trite remark, but it is not uncalled for. Some of the Zillah schools fail to exhibit even so common an outward sign of the student-life of which the Head Master should be the most conspicuous example.

Mr. Behrendt, the ablest, and after the late Mr. Hanvey, the most successful of the Head Masters in Behar, has been promoted to the Head Mastership of the Patna Collegiate school. In the face of the increasing scarcity of qualified Europeans for the education department, this school, like others

which are at this moment in want of a Head Master, is most likely to suffer through Mr. Behrendt's merited promotion to another Institution.

The Rev. Mr. Clarke, a member of the Local Committee, and a gentleman well qualified to give useful aid to an educational Institution, takes a lively interest in the Gya school, and the visitors' book shews a large proportion of entries by this gentleman.

From the Annual Report of the Local Committee, it appears that the school is generally popular, but the priestly class, the Gyals, who form a wealthy and influential section of the inhabitants, continue to regard it as their natural enemy and will have nothing to say to it.

The industry, application, and regular demeanour of the pupils, among whom the Vernacular scholarship-holders are included, receive their meed of praise.

Among deficiencies the Committee notice the great distance in point of attainments between the Entrance class and the class below it, while all the classes from the second downwards are much below the standard of corresponding classes "in schools near the Presidency." Another deficiency noticed by the Committee is the absence from the library of standard oriental works. This is a deficiency common to all the Zillah schools. Many of the standard oriental dictionaries and grammars, indispensable to students and teachers, are wanting.

Mozufferpore.—The lowest class comprises sixty boys, twice as many as there should be under one master. Not only so, but the class is subdivided into seven sections, some of which are separated by a difference of only two or three pages. The teacher of this class is the Vernacular scholarship-holder of whose rapid progress and praiseworthy application mention has been already made. He has yet to learn how to teach, and it is for the Head Master to instruct him. The important duty

of directing the under-masters is very much neglected in all the Zillah schools. There are not teachers enough for the school and the third Master has to take two classes. He has neither method nor activity.

The Second Master, Baboo Radha Gobind Dutt, is the ablest of the teachers of this grade in any of the Zillah schools. But his pay is less than what many of the second Masters receive. He should be promoted. There is great inequality among the pupils of the second class taught by him. Two boys do fairly in their reading and explanation of English poetry. The questions put by the teacher are marked by acuteness and critical discrimination, and the readiness and ease with which they are put shew that the teacher is in the habit of putting them. The second class, here as elsewhere, is much behind the Entrance class.

In the Entrance class one boy fails completely. Three others do very fairly in explaining and parsing English poetry. In the derivation of words this class takes the lead of the same class in the other Zillah schools. But their attention has not been directed apparently to the structure of sentences, a defect common to all the schools except the Gya school. As in the other Zillah schools, the mere communication of knowledge is alone attended to. Mental discipline is quite neglected. The Persian-Urdoo Masters are inefficient. The number of pupils has risen during the year from 91 to 151, and the monthly fees from Rs. 90-8 to Rs. 142-8.

Of four students who went up to the Entrance Examination but did not pass, "two failed by a few marks in literature owing to the unusual nature of the questions which, the Committee believe, was the cause of a general failure throughout Behar." The Committee lay particular stress on the absolute necessity for six classes with one teacher for each class, if the students are to pass the Entrance Examination. My own opi-

nion to the same effect will be found in various passages in the course of this report.

COURT OF WARDS.—*Durbangah school.* This interesting school is under the immediate direction of the manager of the Durbangah estate, Mr. Forlong, who is known to take an active interest in the welfare of the people. It is supported by a contribution of Rs. 100 monthly from the Durbangah Rajah, to which is added a somewhat larger sum raised by general subscription among the respectable men of the town. The school was opened on the 19th December 1861. and its numbers have been steadily increasing. "On the 30th April 1863 it had 171 boys, many of whom are children of respectable families. Mr. Forlong has almost daily visited the school and Mr. Lance, the Collector, also visited it in February last." "The school" Mr. Forlong adds "is daily rising in importance and in the estimation of the people."

CHUPRA.—The Chupra school-house is the only one in Behar which looks like a school-house. It is well adapted for its purpose, and the building, distinguished as it should be from other buildings, is a credit to the liberality and good taste of its founders.

The demise of Mr. Hanvey, has deprived this school of the most successful of the Head Masters in Behar, and a competent successor it will be hard to find. To say that his pupils were invariably the most successful at the Entrance Examinations, the only criterion of comparative merit yet recognized, is to do Mr. Hanvey but scant justice. I would wish to record it to his honor and for the benefit of those who would follow a good example, that the senior class which I had the pleasure to examine, appeared to me to have been taught by a master to whom teaching was an art and a labour of love. Together with the knowledge which is calculated to count at an examination, their late teacher had taught them some things that are

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more valuable as a discipline for the mind.

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The first class of the Chupra school, in scholarship not inferior to any, is in point of general intelligence and tone superior to the same class in any of the Zillah schools in Behar, and its students are the only fair Persian and Urdoo scholars in all the Zillah schools.

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The Secretary Dr. Jackson's intimate knowledge of the school and all belonging to it, and the strong interest which he takes in its success, must be especially gratifying to educational men who know how rare a thing is educational sympathy. Dr. Jackson identifies himself with the Chupra school as completely as if he had a personal interest in the direction of its fortunes. He accompanied me on my visit to the school on two consecutive days and manifested great interest in my examination of the different classes the whole time I was thus occupied, that is to say, during three hours each day. A full and interesting report of the school has been furnished by this gentleman.

Dr. Jackson's Report.—"From its foundation in 1854 up to the close of the year 1861-62, its progress had been uniform and distinguished. The number of students had regularly increased, the standard of education had been raised, the candidates sent up to the Calcutta University Examination had been uniformly successful, and the local subscriptions from the native gentry of the district to the amount of Rs. 2,068 yearly had begun to testify to their appreciation of the advantages of the education which is spread abroad, and to their confidence in its purpose and management."

But with the beginning of the year under review, the tide of progress received its first check, and the school has for the first time retrograded. "The number of scholars has

scarcely increased at all, the standard of education has fallen, 85 per cent. of the candidates for the Entrance Examination failed to pass, and there has been a slight falling off in the local subscriptions." While in some of the schools, which were not progressing so favourably as the Sarun school, the attendance has risen 50 per cent., that of the Sarun school has stood still at 227.

ENTRANCE EXAMINATION.—The next paragraph in regard to the students who passed or failed at the University Entrance Examination, merits consideration. "Every boy gained far more than the aggregate number of marks required and failed by only the most insignificant numbers in one subject, and that subject just the one in which the loss of Mr Hanvey's teaching was most severely felt. One boy gained 199 marks and passed at the head of the second division. One additional mark would have placed him in the first. Two of the other boys failed by two or three marks in one subject only, and a comparison of their examination question papers with those of other candidates shewed that part of a question was omitted, and the boys had consequently impaired chances of success. The subject of the incomplete question was that in which they failed by such trifling marks. It had reference to the derivation of certain words, and I conscientiously believe that the boys could have answered it." If this were only a temporary interruption of a hitherto prosperous career, caused by some contingency which is not likely to recur, there would be comparatively little to regret. But it is not so. The school has sustained a loss which, to all appearance, is irreparable, and it threatens permanently to depress and throw back the most flourishing school in this province.

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On the absolute necessity for better men on better pay for second and third Masters, and the readiness of the

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Committee to contribute in furtherance of this object, we have the following earnest appeal. "The remedy for the evils of which I complain is, the appointment of better teachers. If really good and efficient men can be got, the Local Committee is most willing, on recognition of their willingness and ability, to enhance their pay from the local funds, and I earnestly solicit your assistance in obtaining thoroughly able and experienced teachers for the second and third classes of the school. Unless this can be done, we have reached our farthest limit, and further advance for the school is simply impossible. But to have better men they should be better paid, for my experience of the educational department has shewn me its incompetency to provide properly for its employés. The amount of a teacher's pay is inadequate to the value of his required knowledge and judgment, and such men when they see mere copyists getting double their pay, or, as has been the case in Chupra, boys from school put at once into situations of treble the remuneration they receive, can scarcely be blamed for seeking to leave a department which pays them so little, and affords them scarcely any promotion."

On the 1st of January, 1863, the rate of schooling fees was raised from a uniform rate of 8 annas to a variable rate increasing from 8 annas up to 1 rupee 8 annas. The result is, that the income from fees has increased while the attendance continues as before. The Maharajahs of Bettiah and Huttooah invariably visit the school when they are in the station, and they have contributed Rs. 150, and Rs. 100 respectively to be given as annual prizes which are to be called after their donors. All the members of the Local Committee without exception took a part in the annual examination which appears to have been very carefully conducted throughout.

Monghyr.—The first day I visited this school, I was accompanied by the Secretary, Dr. Duka, and the next by the Col-

lector, Mr. Lance, being joined afterwards by Mr. Beverly, B. A. As we approach, some boys are running across the hall in the direction of the Head Master's room with the object apparently of warning the Head Master that *his* Masters would soon be down upon him. This does not speak well for the discipline of the school, nor for the honest independence which education should foster. Further observation shews that the school is not well in hand. The influence which should direct and control all is evidently weak and ineffective.

Two boys, Amanut Hossein, entrance class, and S. Heron, second class, read fairly and seem apt to apprehend and eager to learn. In English explanation and parsing, both classes acquit themselves tolerably well. But they ought to have been exercised also in Etymology and the structure of sentences.

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The most prominent feature about the management of the Monghyr school is the care and regularity which distinguish the proceedings of the Local Committee. The Secretary, Dr. Duka's professional duties fully occupy him from 6 A. M. to 2 P. M. day after day, yet the usual returns are duly furnished, letters are punctually answered, and the meetings of the Committee are held regularly once a month. During the year "the school was visited and the pupils were examined 56 times."

The number of pupils on the Rolls has increased from 63 in April, 1862, to 100 in April, 1863, not altogether an inadequate result, seeing that the rate of fees for this school is higher on the whole than it is in any of the other schools which show a larger muster-roll. The credit of this increase may be ascribed in part to the "personal exertions and activity of the Head Master." But the larger share is due most assuredly to the influence, direct and indirect, of the Rail which connects Monghyr with the extensive Railway establishment and workshops at Jamalpore.

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The annual examination appears to have been carefully conducted and every member of the Local Committee took a part in it. The remarks of some of the examiners show the patience and thought bestowed on the performance of this duty. Thus, Baboo Shama Sunker Biswas, after making special remarks opposite the name of every boy in the class, concludes with some general remarks commenting, among other things, on the "want of proper discipline and manners coupled with certain peculiar habits evincing a laxity of supervision."

The Head master, Baboo Ughore Chunder Mookerjee, has been only a few months in his present post in the place of Mr. Mayne, who "unfortunately died on the 30th April last." "The third Master had been ailing during the greater part of the year." Moreover "three English teachers cannot teach six classes, whose course of studies ranges from the alphabet up to the University Entrance Examination."

The ineffective result of the ineffective conditions referred to is that the Monghyr school has never sent up a single candidate to the University Entrance Examination.

On this subject the Secretary makes the following report. "One of our best pupils, Amanut Hossein, has left the school to join the Patna College for the purpose of getting a finish to pass the Entrance Examination. I request therefore that his education be put to the credit of the Monghyr school as I hope has happened in the case of Gobind Pershad who passed his Entrance Examination at Bhagulpore and is now employed there as seventh Master."

The recent addition of another Master on Rs. 40 payable from schooling fees makes the present defective staff only less defective than before, and the income of the school can afford no more.

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Reports of Inspectors of Schools.

The proportion of Mahomedan pupils in this school is singularly large. The numbers are as 35 Mahomedans to 61 Hindoos. Purneah, which comes next, has 22 Mahomedans to 50 Hindoos, while Mozufferpore and Gya shew respectively but 12 Mahomedans to 131 Hindoos and 10 Mahomedans to 114 Hindoos.

Rajah Leela Nund Singh has liberally placed the sum of Rupees 200 at the disposal of the Committee to be expended on prizes for the pupils. I should not omit to record in this place my sense of the tolerably full, particular and modest report submitted by the Head master, Baboo Ughore Chunder Mookerjee, and forwarded to this office with the report of the Secretary to the Local Committee.

BHAGULPORE.—This school has outgrown its narrow tenement. Classes and boys are crowded and close-packed, some of them in dark narrow passages where it is impossible the master can have due command of his pupils. 151 pupils are too many, and the school as now constituted would be more efficient with a smaller attendance. With such an attendance the head quarters of a Commissionership may well have a "higher order of school," such as the Lieutenant-Governor in his letter to the Commissioner was disposed to grant, on the proviso that the pupils were "willing to pay a little more towards the cost of their teaching," and for a school of this order, 300 or 350 pupils would not be too large a number.

But if the school is to continue under its present constitution as a Zillah school with a Head master on Rs. 150 and two under masters on Rs. 50 and 30, with such small additions as the trifling income from school fees can afford, then a maximum of 200 to 250 students, divided into eight or nine classes, none of which ought to exceed thirty boys, might be determined as the limit within which efficient teaching and supervision are possible; and any demand for admission in

excess of the prescribed number ought to shew us that the time has arrived for raising the fees to a figure more nearly commensurate with the value of the instruction afforded, and, what is of greater consequence, more nearly sufficient for the appointment of qualified teachers.

The present rate of fees for more than half the boys in the school is below one rupee. The needs of those who could not be accommodated in the Zillah school would be met by the opening of a branch school.

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A GOOD TEACHER.—The only good teacher among all the under masters is Debi Persad, 8th master and Entrance Certificate holder. He is decidedly a good teacher, for he exercises the class and commands the attention of every boy in it. He is as modest too as he is able. His success must be ascribed to a special talent for teaching, for three months experience is all he has yet had. Yet this teacher gets, but Rs. 15. He has been recommended for a higher salary.

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The only efficient under-masters besides this one, are, strange to say, the two Moulvis, the only competent teachers of this class of all whom I have yet seen in Behar.

The Head Moulvi, Ruhman Buksh, an ex-student as I learn of the Madrussa at Calcutta, from which city, according to the creed of the natives of the North West, no good Persian and Arabic scholar can come, is an active teacher who actually questions and cross-questions his pupils and analyses the lesson as solemn Moulvis will not condescend to do. His salary is only Rs. 25, while absolutely inefficient Moulvis in other schools are getting Rs. 40.

To my great astonishment in passing into the second Moulvi's room I find still greater activity, a natural consequence of which is seen in the thorough command which this teacher has

of the attention of his class. He is disposed, however, to be too discursive. This is a fault not difficult to correct, as it is easier to prune than to convert barrenness into fertility. Such a man is poorly paid at Rs. 75. Both these teachers will be advanced on the first opportunity.

In English Literature the first class is not nearly so proficient as I expected to find a class which sent up to the Entrance Examination as many as ten pupils, of whom four passed, by far the largest number who attempted or passed the examination this year from any of the schools in this Division. It is inferior on the whole to the same class in the Chupra school, and in some respects inferior also to the first class in Gya and Mozufferpore. The reading is pretty fair, but they fail in scanning which the Head Master told me had not yet been taught. They fail also in the analysis of sentences. Indeed the teaching altogether is not thorough. It is all memory only. The Head Master Baboo Neelmony Gangooly is, in some respects, well qualified for his place, but his success would be the greater for a more thorough system of teaching and mental discipline with a more effective control and direction of his assistants.

Mr. Brett, B. A., Assistant Magistrate, who examined the class in Literature, writes as follows:—

"The upper boys display a very good acquaintance with their text books. The first four boys sometimes shew an ability to think for themselves, especially the second. Jodoonath and Ramgopal also display a little of the same faculty."

The assistant Masters here, as in all the Zillah schools, fail to work up to the Head Master.

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All the classes fail especially in translation. Their knowledge of Geography is a knowledge of names merely. The teacher does not by any chance impart the information requi-

site to fill in the bare outline and give an interest to the lesson.

This school more than any other has suggested to my mind the insufficiency of comparative success at the University Entrance Examination as a test of the general superiority of one school over another. If the seven students who failed to pass the Entrance Examination and whom I found less proficient than there was reason to expect, are considerably inferior to the four who did pass and whom the examiner, Mr. Brett—for I did not see them—singled out as the "upper boys who displayed a very good acquaintance with the text books," the classes below the Entrance class are still more disproportionably inferior, and the nine classes below the Entrance class do not represent, as they should, a due gradation in the order of attainments. Then there is a deficiency of discipline and tone, of effective handling and supervision, of order and good manners.

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The Secretary, Baboo Dwarkanath Chatterjee, who himself examined the fourth class, makes the following report. "In reading they passed a very fair examination, but in explanation none of them could express in idiomatic Urdu the meaning of sentences occurring in their lessons. A large portion of them made glaring mistakes in spelling words. In grammar they were deficient, they did not seem to have understood the subject very well; in repeating the words of the book none were backward. In Geography they were well up, but they did not appear to have had much use of maps. They have learnt by heart the leading events connected with the Ancient History of Greece, Rome, Persia, &c. In Arithmetic they work sums in the Rule of Proportion with correctness, but in Mental Arithmetic they could not afford me satisfaction."

"His Honor the Lieutenant-Governor awarded a cash prize

to Sibchunder Banerjee, a pupil of the first class, for having solved a puzzling Geometrical deduction to his satisfaction."

"Ranees Janaki Coomery and Khama Soondary and Mohashoy Dwarkanath Ghose continue giving their annual donations for medals and other prizes. Moulvi Waheed-ooddeen, Judge of the Small Cause Court, has promised to place at the disposal of the Committee Rs. 50 for a Gold medal to be awarded to the most proficient in History and Mathematics."

The number of pupils has increased from 272 in April 1862 to 351 in April 1863, and the receipts from fees from Rs. 2,490 in 1861-62 to Rs. 3,349 in 1862-63.

In order to ensure a more satisfactory attendance, a salutary regulation has been introduced since January last. The percentage of attendance in this school is higher than it is elsewhere. The next place in point of attendance belongs to Gya.

The new buildiug for the Bhagulpore school has not been commenced yet. But the plans and estimates were before the Secretary to the Government of Bengal in the Public Works Department. The Committee feel very strongly the necessity for the erection of a new building and that with the least possible delay."

PURNEA.—This is the only Zillah school which I was unable to visit. It was now the end of March and I had to return from Bhagulpore to Patna to prepare the annual Returns, which would be due in another month; I shall take care therefore to take Purnea first in my next tour. From the Report of the officiating Secretary to the Local Committee it appears that the number of pupils has increased from sixty-one in April, 1862, to seventy-four in April, 1863.

"The attendance of the boys has been more satisfactory than that of the last year, but not so much so as it is ought to be. The cause of this irregularity is traceable to the unhealthiness of the climate, especially at particular seasons, and to the

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utter indifference to education exhibited by the people of the district."

The cause of this "utter indifference" is not far to seek. The return of civil appointments in the district of Purnea shows that twenty-four appointments to various Vernacular offices were made during the year. Yet the aggregate number of the relatives and dependants of Government officers, as Mohurrirs, Nazirs, Peshkars, Serishtadars, and Deputy Collectors and all that class who come in for these appointments is only thirteen. Only thirteen persons qualifying themselves to compete for twenty-four appointments to be given away during the year! This seems anomalous. But the same return supplies also the reason of this apparent anomaly, for it shews that of the twenty-four civil appointments referred to *two* only were conferred on educated natives. Thus the chances of uneducated natives who do not go to the Purneah school were as 12 to 1 against educated natives. The natives of Purneah know what they are about and can find out the pathetic office and preferment as well as any other people can and do.

"The schooling fees realized during the year amounted to Rs. 513-8 against Rs. 428 of the preceding year, shewing an increase of Rs. 85-8." The school building wants a Verandah and an enclosed compound.

THE LIBRARY.—The next paragraph regarding the school library shews how the school is starved and its efficiency impaired. "No additions have been made to the library during the year. Owing to the assignment of the school being reduced from Rs. 3000 to Rs. 2,616 in consequence of the creation of a general scholarship fund, no indent was made out for library books, and the contingent expenses have been put down at the lowest figure." Two students went up to the Entrance Examination and both failed.

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Reports of Inspectors of Schools.

PATNA COLLEGE.—The Patna school was converted into a college on the 1st of January, 1863. It will be some time before the necessary staff can be completed.

The number of pupils has increased from 135 in April 1862, to 302 in April 1863.

NEW BUILDING.—The subscriptions for a new building for the college have already reached a sum of Rs. 30,000.

Summary.—The Zillah schools in this Division are not half what they should be. They are intended to prepare students up to the University Entrance standard, at which point their instruction is to be taken up by the new Patna college just established. But from the eight Zillah schools numbering 1,135 students, only six passed the Entrance Examination in December 1862, and of this number five have entered and now form the first year college class of the Patna college.

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The primary cause of the failure of our Zillah schools is of course the inadequacy of the Government assignment. The annual assignment, originally Rs. 3,000, and for some of the schools a higher sum, provides for a Head Master and two assistants on Rs. 150, 50 and 30 respectively, a scale of remuneration which, inadequate at the time it was fixed, is more so now when the expenses of living, on the admission of the Financial Minister, have doubled, and when other Departments are bidding, on the lowest estimate, twice as high for an equal amount of qualifications. The effect is seen especially in the continually increasing dearth of qualified European teachers, and one Zillah school after another is falling under the direction of Bengali Head Masters who, although superior in general scholarship and attainments to Europeans available on the same sa-

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lary, are nevertheless wanting more or less in the correct accent and idiom and the capacity for moral training and discipline which are essential in a Head Master. Of seven Zillah schools, two only are now under the direction of European and Christian Head Masters.

Yet while other Departments of the Public Service and other sections of the Education Department also have received additional grants, even the original inadequate assignment, doubly inadequate now, is at present, for four of the seven Zillah schools, only Rs. 2,616 or Rs. 218 per month. This sum provides for two masters only, leaving Rs. 18 for prizes and contingencies. For the other masters, four English and two Vernacular, besides Rs. 36 required for 'book allowance and servants,' the Government assignment does not provide, and, in the present condition of Behar, it is not to be expected that the income from fees should meet an expenditure as large again as the assignment. The assignment for Zillah schools in Behar as compared with that for Zillah schools in Bengal should be in the inverse ratio of the backward condition of this province as compared with the immeasurably superior advantages which Bengal possesses; and, as the income from fees or other sources increases, a proportionate reduction could be made from time to time in the amount of Government aid.

Again, compare the position of Zillah schools in Behar with that of Zillah schools in Bengal. There, teachers are found on the spot. Here, they must be brought from a distance of many hundred miles. There, the same salaries command superior teachers, who find compensation in cheap living and in the satisfaction of residing in their own country and among their own kindred. Here, the expense of living is greater, and our imported teachers, Bengalis necessarily for the most part, must dwell besides in a strange province among a people speaking

a different language. There, Bengali teachers teach English to Bengalis. Here, Bengali teachers teach English to Hindustanis, a repetition of Goldsmith's fruitless endeavour to teach the Dutch English without knowing Dutch.

The weakest point in the Zillah schools in Behar is the want of due proficiency in the Vernacular of the district, and a general incapacity to make idiomatic translations, the effect of which deficiency is to shut out our students from many of the most valued civil appointments where they would be especially useful as educated men, and where their influence and success would give the requisite stimulus to a large attendance and higher schooling fees.

It is needless to pursue the comparison when all the conditions are manifestly less favorable for Behar. Nor is it necessary to do more than allude generally to the large market for English scholarship in Bengal, with the manifold facilities, incentives and rewards which a large market necessarily supplies.

What is there in Behar to set off against all this? The Rail and the Telegraph? The Bengalis, among the first of Indian races who have been yet brought face to face with European intelligence and enterprise, have already established themselves here. The Public Service? That is still as heretofore the close monopoly of the uneducated; for of 228 appointments to Vernacular offices in this province made during the year 1861-62, all but *four* were conferred on uneducated natives. I have excluded from this total 19 vacancies in English writerships which were filled up necessarily by English scholars.

It is not then a sign of apathy when so many as 1135 students are found in our Zillah schools qualifying themselves for 23 public appointments falling vacant in one year. If to this number be added, say five vacancies yearly in military and private offices, we have forty persons honestly and fairly com-

peting for each appointment. At this rate, if the aggregate number of civil appointments (251) available in the year 1861-62 had been virtually open to educated natives, the number of pupils attending schools for moral training and useful knowledge would have been during the same year not 1135 but 2,58,780.

If we compare again the total value of all the 28 appointments with the capital invested in the purchase, we find that for a monthly income of Rs. 985, the aggregate sum expended by all the competitors is represented by Rs. 73,132 as shewn in the margin.* These figures may help us to perceive that the objection of the natives to a higher rate of fees is not so unreasonable as we have been wont to think it, and that, in education as in every thing else, in India as in any other country, among the natives as among any other section of the human race, prices naturally adjust themselves, and every man pays an equivalent for what he gets.

Total value of 23 public appointments, ... Rs.	835
Do. 5 private, ...	150
Rs., ...	985
Tuition fees for an average of 6 years, ...	51,432
Books and contingencies @ Rs. 20 each boy for the same period, ...	21,700
Rs.	73,132

On this calculation, all the 251 appointments, had they been open to the competition of educated persons, must have called forth an amount of commercial enterprize in the matter of schools and schooling fees which would have seemed absolutely incredible in the 'apathetic' Beharee. Nor would it be easy to assign a limit to such enterprize considering the great value of many of these appointments, which it would be hard to appraise except by the avidity with which they are extensively coveted or sought after.

If then we would see more energy and enterprize in Behar, we know how it is to be called forth. Larger efforts will follow larger inducements, for the natives of Behar will not, any

more than Englishmen will, invest time, labour and capital in studying for a profession already over crowded, or in producing an article with which the market is overstocked. That Behar is as ready as any other province or country to work up to the demand, has just received further proof in the rise in the number of pupils during the year from 1085 in April, 1862, to 1396 in April, 1863, the effect of the recent introduction of English in the chief Appellate Court and the opening of the rail to the chief city in Behar on the 15th December last. Men are no more to be roused to exertion without a motive than matter can be moved without a force to move it, and in either case the force must be proportioned to the amount of resistance to be overcome.

We have just seen that the ratio of pupils at school to the appointments given to educated natives in 1861-62 was 1,135 pupils to 28 appointments, or as forty to one. It would be desirable now to see how many of the pupils were supplied by the class of native officials and Law officers, Judicial and Police officers, Serishtadars, Vakeels, Mookhtars, Peshkars, Gomastas, Nazirs and Mohurrirs, and all that class who come in for all the big and small appointments which the Government has to give away. We add up the number of students of this class in all the eight Zillah schools, and the total is 370. Only 370 representatives of ministerial and judicial officers at school, with 228 civil appointments given away in one year, or a fraction above one person competing for each appointment!

Pursuing our analysis, we learn that the sons, relatives and dependants of all the Principal Sudder Ameens, Sudder Ameens, Moonsiffs, and Deputy Collectors of all the eight Zillahs are represented by only twelve pupils in all. Of this number, five, or nearly one-half, are found in the Bhagulpore school, which is in a latitude where bigotry is less rampant, while Patna, Arrah and Mozufferpore in higher latitudes, and Pur-

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neah, subject manifestly to some special disturbing influence, do not between them all send a single boy of this class to school.

Have these men no sons, nephews or other relatives or dependants for whom they desire to get good appointments under Government? Evidently their keeping aloof from the only schools where a sound education is to be had, is a certain sign that such an education is not looked upon as a necessary preparation for the Public Service. It must be so; for, with all their deficiencies, these men, who have managed to get the best appointments in the service, cannot be wanting in keen penetration as regards the main chance.

Considering therefore that the native judicial officers represent all the large power, authority and influence which must belong to the only men who stand between the European functionaries of Government, an alien race in every sense, and the mass of the people, to whom the native officials are bound by every tie of blood, religion and language, it cannot be a matter of absolute indifference to the Government in which direction the great influence of these high officials is exercised. And if in any country it be of the strictest importance to be well assured on so vital a point, it must be so especially in this country, where caste and difference of language and social habits keep the foreign conquerors and their subjects separate and apart, as they are in no other country in the world, and thus interpose an impenetrable wall of separation to prevent the ruling class from knowing what is felt and said and done from day to day in this *terra incognita* lying under its feet.

It is a further sign of the inherent weakness of the Zillah schools that they cannot stand by themselves, but must lean for encouragement and countenance on the local authorities who will not, generally speaking, be commanded or persuaded to afford the aid for which these weak conditioned schools are

condemned to crave in vain. Give the building a strong foundation and you may put away the props and buttresses. Surround the living plant with the necessary conditions of a healthy, independent existence, and you will then have the strength and size and fruitfulness of a natural growth. After that, the local authorities might be relieved of duties which are only onerous and irksome to all who are not already disposed to take an interest in schools and who, if they perform at all the duties imposed on them, perform them in a perfunctory manner, tending to harm rather than good, inasmuch as pupils and teachers are thus made to feel the indifference or neglect which is their portion.

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The natural basis and support of Educational Institutions is the call for educated men, and State education and an educated service must act and re-act on one another as supply and demand. But what have we instead? On the one hand, State expenditure for schools; on the other, a Public Service without any educational tests. This is but to undo with the one hand what is done with the other, to neutralize by opposition forces which, combined, could not fail to produce the happiest and most extensive of good results. With educational tests qualifying for admission into the subordinate Civil Service and a fair field for honest application and sterling merit, would become more nearly possible "the natural growth and interior expansion" which is to supersede the necessity for a closer approximation of the present "half penny per head" of State expenditure for education in Bengal to the '9*d.* per head' of State expenditure for education in England.

To shew the futility of any scheme, short of education tests and competitive examinations, for substituting an educated for an uneducated Public Service, in accordance with the earnest and deliberate desire of the Government as promul-

gated and enjoined in the education despatch of July, 1854, it will be sufficient to exhibit, as I am required to do in this Report, the operation of the Notification of the Government of Bengal dated 9th July, 1855 and the rules No. 1456 dated 3rd September, 1858, subsequently issued, 'for giving better effect to the employment of educated persons.'

ANNUAL RETURN OF APPOINTMENTS.—The annual return of appointments for 1861-62 for the province of Behar shews that 263 appointments above the value of six rupees were made during the year and that, 28 of these appointments were conferred on persons who had been educated in a Government school and 240 on persons who are returned as "privately educated."

Of the 23 appointments conferred on persons who had been educated in a Government school, 19 were English writerships which were filled necessarily by Government school students to whom, in the Mofussil, a knowledge of English is exclusively confined. The remaining four were appointments to Vernacular offices requiring only that knowledge of the Vernacular which is common to the educated and uneducated.

Of the 240 who are returned as "privately educated," 12 are Europeans and East Indians, in whose case a private education implies something essentially different from the "private education" of natives.

It appears therefore that of 228 appointments to Vernacular offices to which educated or uneducated natives might be preferred at the option of the nominating officer, four appointments only were conferred on natives who had been at a Government school, *i. e.* educated natives, and 224 on natives "privately educated," *i. e.* uneducated.

It would be difficult to distribute the four fortunate incumbents over eight districts. But it may be mentioned that the credit of the patronage bestowed on educated natives, such

as it is, is claimed by

Sarun, ...	1
Monghyr,.....	1
Purneah, ...	2
Total,...	4

It is sufficiently established therefore, from the return required by Government and furnished from year to year for the express purpose of shewing the practical operation of the Notification of July 9th, 1855, regarding the employment of educated persons' and of the Rules prescribed by Government Orders No. 1456 dated September 3rd, 1858, 'for giving better effect' thereto, that the relative proportion of educated and uneducated persons in the subordinate Public Service remained, nearly seven years after the issue of the notification, pretty much the same as it has stood any time before the issue of the notification, when little or no provision had been made for the education of the natives.

Respecting the qualifications of the persons who were nominated, it appears from the return that whereas in the instance of Government school students specific indications are given, for the most part, of their place of education and of the character and extent of their qualifications, we are furnished with no such information as to the 224 nominees who are described as 'privately educated and able to read and write' though we do know enough of the private education of natives, in the Mofussil at least, to denounce it as demoralizing and totally unworthy the name of education.

* * * * * * * * *

Mr. Sanders.—I owe it to my predecessor to state that he made over his office with every question disposed of and every communication answered to the day, and with all the papers systematically arranged and registered, a work in

which he was ably seconded by the Head assistant Baboo Raj Kishen Pramanic. All this, as you are aware, was no light task, and its successful accomplishment is the more remarkable, because Mr. Sanders had never been in charge of an office before. Yet from all quarters I hear of the business habits, quick despatch and indefatigable industry which Mr. Sanders, brought to bear on the work he had to do, beginning early and rising late from his desk, to which he was tied incessantly for ten months, reducing pile on pile of undisposed of matter and bringing order out of confusion. With my office labours thus rendered comparatively light, I have found time for my proper work of inspection, and for the consideration of many questions connected with the improvement of our schools.

I have the honor to be,

Sir,

Your most obedient Servant,

S. W. FALLON, M. A., PH. D.

Halle.

Inspector of Schools, North-West Division.

Reports of Inspectors of Schools.

Classification of Schools in the North-West Division.

Name of School.	Class.	Number of boys on the Roll.	Actual Cost to Government monthly.	Cost of each pupil to Government monthly.
			Rs. A. P.	Rs. A. P.
GOVERNMENT ZILLAH SCHOOLS.				
Chupra, ..	Fair, ..	227	241 2 5	1 8 5
Gya, ..	Fair, ..	125	218 0 0	2 4 0
Bhagulpore, ...	Fair, ...	351	272 12 7	1 0 6
Mozufferpore, ...	Fair, .	151	100 2 7	0 14 9
Monghyr, ...	Indifferent,	100	115 6 0	2 5 3
Purneah, ...	Indifferent,	74	220 12 0	4 7 7
Arrah, ...	Bad, ..	70	218 0 0	4 12 8
GOVERNMENT MODEL VERNACULAR SCHOOLS.				
In Patna.				
Sohserai, ..	Indifferent,	55	7 14 3	0 2 10
Manair, ...	Indifferent,	56	19 8 7	0 5 9
Barh, ..	Bad, ...	66	10 4 3	0 2 8
Phulwari, ..	Bad, ..	55	7 9 5	0 3 1
Dinapore, ..	Bad, ...	81	9 3 10	0 2 7
Nawbatpore, ...	Bad, . .	38	5 14 10	0 3 1
Lei, ...	Bad, ..	51	8 6 3	0 2 7
Mokama, ...	Bad, ...	45	6 5 0	0 2 9
In Behar.				
Jahanabad, ...	Fair, ...	97	22 5 6	0 4 9
Deo, ..	Moderate,	78	16 13 3	0 4 7
Konch, ..	Moderate,	51	23 10 3	0 10 1
Nabinuggur, ...	Moderate,	50	8 2 5	0 2 8
Akbarpore, ...	Bad, ..	69	9 6 9	0 2 9
Rajowli, ...	Bad, ...	58	9 0 8	0 2 8
Hussooa, ...	Bad, ...	94	14 4 5	0 4 8
Kanarchatti, ...	Bad, ...	60	7 13 1	0 3 2
Nawadeh, ..	Bad, ...	58	7 9 7	0 2 8
Dawudnuggur, ...	Bad, ..	75	9 9 10	0 2 5

North West Division, Mr. Fallon.

Name of School.	Class.	Number of boys on the Roll.	Actual Cost to Government monthly.	Cost of each pupil to Government monthly.
			Rs. A. P.	Rs. A. P.
In Sarun.				
Sahowli, ..	Indifferent,	52	10 15 7	0 3 11
Sewan, ..	Indifferent,	73	9 15 9	0 2 7
Uphur, ..	Indifferent,	71	8 12 4	0 2 7
Shapore,	Indifferent,	86	18 14 7	0 4 1
Maujhi, .	Bad, ..	51	9 13 9	0 2 10
Hasenpurah, ..	Bad, ..	89	11 3 5	0 2 9
Mobarukpore, .	Bad, ...	80	12 7 8	0 3 7
Maharajgunge,	Bad, ..	64	9 3 0	0 3 9
Nyagaon, ..	Bad, ..	42	17 6 3	0 8 0
Digwarah, .	Bad, .	70	7 13 10	0 2 11
In Shahabad.				
Behrampore, ..	Bad, ..	52	10 5 10	0 3 8
Ikhtyarpore, ..	Bad, .	57	10 10 6	0 4 0
Koath, ..	Bad, .	60	6 1 8	0 2 7
Ranisagur, ..	Bad, ..	15	6 13 4	0 2 6
Udwantnagar, .	Bad, ..	73	8 6 6	0 2 4
Jugdeespore, .	Bad, .	100	5 13 5	0 1 4
Dulowr, ..	Bad, .	26	5 [illegible] 1	0 3 0
In Monghyr.				
Khurukpore, .	Indifferent,	50	7 1 0	0 3 2
Sheikhpurah, .	Bad, ..	56	7 12 8	0 3 3
Bishunpore, ..	Bad, ..	33	5 6 3	0 3 6
Khagaryah, .	Bad, ..	47	6 13 8	0 2 10
Tegra, .	Bad, .	81	9 7 2	0 2 10
Gogri, .	Bad, .	51	7 0 4	0 3 0
Secundra, ..	Bad, ..	66	6 11 8	0 2 9
In Bhagulpore.				
Permeshurpore, ..	Indifferent,	80	12 8 1	0 3 6
Daryapore, ..	Indifferent,	9	8 3 2	0 13 7
Kolgong, .	Bad, ..	70	15 10 [illegible]	0 [illegible] 11
Pointee, ..	Bad, ..	26	4 15 6	0 3 10
Gamarya Hat, ...	Bad, ..	23	4 14 3	0 4 7

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Actual Cost to Government monthly.	Cost of each pupil to Government monthly.
In Bhagulpore (Continued.)			Rs. A. P.	Rs. A. P.
Bowsi,	Bad, ..	*		
Nyagaon,	Bad, ..	17	5 0 0	0 4 6
Toolsea,	Bad, ..	61	4 4 4	0 1 8
Sabour,	Bad, ...	44	2 15 5	0 2 0
In Purneah.				
Kusbah,	Bad, ..	110	9 11 8	0 2 7
Arraryah,	Bad, ...	46	7 1 10	0 2 8
Saefgunge,	Bad, ..	40	4 8 8	0 1 9
Gahoomah,	Bad, ..	11	5 0 0	0 4 10
Runzigunge,	Bad, ...	40	6 6 9	0 3 1
Bhowanypore,	Bad, ..	44	6 15 8	0 3 6
Sudder Purneah,	Bad, ...	36	5 0 0	0 3 3
In Tirhoot.				
Lalgunge,	Fair, ...	121	26 0 1	0 3 7
Bakhrah,	Moderate,	65	25 2 9	0 8 2
Hajipore,	Indifferent,	75	12 14 2	0 3 5
Pudmoul,	Indifferent,	52	5 5 11	0 3 1
Roshrah,	Bad, ...	66	9 6 8	0 2 4
Tajpore,	Bad, ..	71	8 0 4	0 3 3
Muhnar,	Bad, ...	64	8 7 10	0 2 6
Dulsing serai,	Bad, ...	54	7 8 10	0 2 6
GRANT-IN-AID ANGLO-VERNACULAR SCHOOLS.				
Bankipore (Patna),	Moderate,	99	92 13 4	1 7 2
ZEMINDARY ANGLO-VERNACULAR SCHOOLS.				
Durbangah (Tirhoot),	Moderate,	171		
Bettiah (Sarun),	Indifferent,			
Doomraon (Arrah),	Indifferent,	50		
Barh (Patna),	Indifferent,	30		

* Abolished June, 1862.

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Name of School.	Class.	Number of boys on the Roll.	Actual Cost to Government monthly.	Cost of each pupil to Government monthly.
ZEMINDARY VERNACULAR SCHOOLS.			Rs. A. P.	Rs. A. P.
In Sarun.				
Paigumberpore, ...	Bad, ..	40		
Revelgunge, ..	Bad, ..	52		
Moteeharee, ..	Bad, ..	51		
Maharajgunge, ...	Bad, ...	28		
Kassarya Bazar, ...	Bad, ..	26		
Sungrampore, ...	Bad, ..	24		
Huttooah, ...	Bad, ..	54		
Baragaon, ...	Bad, ...	21		
Meergunge, ...	Bad, ..	35		
Mahmoodpore, ...	Bad, ..	69		
Bagourah, ...	Bad, ...	34		
Mushruk, ...	Bad, ...	66		
Morarputty, ...	Bad, ..	34		
Hassengunge, ...	Bad, ...	29		
Sheohur, ...	Bad, ...	83		
Moheisy, ..	Bad, ..	54		
In Shahabad.				
Nonhur, ...	Bad, ..	45		
Bindonlia, ...	Bad, ...	15		
Soorujpoorah, ...	Bad, ...	30		
In Monghyr.				
Jellalabad, .	Bad, ...	40		
Tarapore, ...	Bad, ...	46		
Jummooe, ...	Bad, ...	30		
Sheikpoorah, ..	Bad, ..	19		
Moulanuggur, ...	Bad, ...	40		
In Tirhoot.				
Koeli, ...	Indifferent,	25		
In Behar.				
Tekaree, ...	Bad, ...	30		
Shergotty, ..	Bad, ...	40		
Bodh Gya, ...	Bad, ..	25		
Bindah, ..	Bad, ..	15		

Reports of Inspectors of Schools.

Name of School.	Class..	Number of boys on the Roll.	Actual Cost to Government monthly.	Cost of each pupil to Government monthly.
In Patna.			Rs. A. P.	Rs. A. P.
Gorhutta,	Fair, ..	85		
In Bhagulpore.				
Subulpore,	Bad, ..	29		
INDIGENOUS SCHOOLS.				
In Patna.				
Barh (Teacher Mohamed Yaseen),	.. Bad,			
Ditto (Fiazool Haq),	Bad, ..			
Ditto (Debi Lall),	.. Bad, ..			
Ditto (Teekum Lall),	.. Bad, ..			
Mugrah (Joomun Lall),	... Bad,			
Ditto (Bhuttoo Lall),	.. Bad,			
Perbodh (Gunga Doen),	... Bad, ..			
Golukpore (Makoond Lall),	... Bad, ...			
Bulshahigunge (Joomun Lall),	.. Bad,			
Thethary Bazar (Bhinuk Lall),	Bad,			
Sudder Gulli (Ruhim Oollah),	Bad,			
In Shahabad.				
Mohulla Mahadeva (Hyder Ali),	Bad,			
Ditto (Abdool Ruhman),	Bad,			
Ditto (Fida Ali Khan),	Bad,			
Milki Mohullah (Mohib Ali),	Bad,			
Ditto (Tussuddook Hossein),	Bad,			
Mahajunee Tolah (Abdool Aziz),	Bad,			
Chouraha (Nisar Ali),	Bad,			
In Behar.				
Buniadgunge (Tr. Behary Lall),	.. Bad,			
Wuzeergunge (Dilchund Lall),	.. Bad,			
In Sarun.				
Hassenpurah (Lutif Ahmed),	.. Bad,			
Ditto (Kafil Ahmed),	.. Bad,			
Seetulpore (Ahmed Wahed),	... Bad,			
Ditto (Wuzee Ali),	Bad,			

North West Division, Mr. Fallon.

Name of School.	Class.	Number of boys on the Roll.	Actual Cost to Government monthly.	Cost of each pupil to Government monthly.
			Rs. A. P.	Rs. A. P.
Mahpoor (Sh. Nisar Ali),	Bad,			
Ditto (Mohamed Hossein Khan),	Bad,			
Ditto (Abdool Ruheem),	Bad,			
Bengra (Inayut Hossein),	Bad,			
Rampore Sudakut Hossein),	Bad,			
Ditto (Meer Hashim Ali),	Bad,			
Ditto (Sh. Ahmed Hossein),	Bad,			
Sahowli (Rahat Hossein),	Bad,			
Manjhi (Sh. Fida Hossein),	Bad,			
Doomri (Mir Abid Ali),	Bad,			
Nundpore (Mir Ali Hossein),	Bad,			
Arunga (Abdool Kadir),	Bad,			
Ditto (Sh. Hedaet Hossein),	Bad,			
Rufipore (Abdool Azim),	Bad,			
Sheikpoorah (Tuffuzool Hossein),	Bad,			
Ditto (Kutubooddeen),	Bad,			
Kasarya (Wilayut Hossein)	Bad,			
Kherati (Waiz Oollah),	Bad,			
Muhindpoor (Sh. Mehdi Hossein),	Bad,			
Rusidchuk (Tupeshri Lall),	Bad,			
In Monghyr.				
Mogul Bazar (Teacher Jan Ali),	Bad,			
Ditto (Beharee Lall),	Bad,			
Poarub serai (Nourungee Lall);	Bad,			
Ditto (Sheik Jhoto),	Bad,			
Dalhutta Bazar (Ram Buksh Lall),	Bad,			
Basdeopore (Khoja Buksh),	Bad,			
Ditto (Karamut Hossein),	Bad,			
Sheikpoorah, (Abdoollah),	Bad,			
Ditto (Shah Ulfat Hossein),	Bad,			
Ditto (Jhoomun Lall),	Bad,			
Ditto (Sh. Jhingun),	Bad,			
Ditto (Sh. Hingun),	Bad,			
Ditto (Basharut Kareem),	Bad,			
Foujdaree Bazar (Chundoo Lall),	Bad,			
Khuda Baug (Imrit Lall),	Bad,			
Ditto (Purput Lall),	Bad,			
Burra Bazar (Amir Ali),	Bad,			
Laloo Pokhur (Wahed Ali),	Bad,			
Kura Maidan (Nizamooddeen),	Bad,			

Reports of Inspectors of Schools.

Name of School.	Class.	Number of boys on the Roll.	Actual Cost to Government monthly.	Cost of each pupil to Government monthly.
			Rs. A. P.	Rs. A. P.
Belun Bazar, (Ameer Syud Jan), ...	Bad, ...			
Surmustpore (Mozuffer Hossein), ...	Bad, ...			
Tegra (Meer Deen Ali), ...	Bad, ...			
Ditto (Salamut Ali), ...	Bad, ...			
Ditto (Karamut Hossein), ..	Bad, ...			
Ditto (Sh. Khyrat Ali), ...	Bad, ...			
Ditto (Indurjeet Lall), ..	Bad, ...			
Bishunpore (Nisarool Hossein), ...	Bad, ...			
Ditto (Khyrat Ali), ..	Bad, ...			
Ditto (Dawood Alif, .	Bad, ...			
Selimpore (Jowahir Lall), .	Bad, ...			
Lal Durwaza Beharee Lall), ...	Bad, ...			
Dilwarpore (Peary Lall), ...	Bad, ...			
Khela Bari (Nuttoo Lall), ...	Bad, ...			
Mirzapore (Shumsooddeen), .	Bad, ...			
Ditto (Wilayut Hossein), ..	Bad, ...			
Pooraneegunge (Karamut Hossein), ..	Bad, ...			
Ditto (Mashook Ali), ...	Bad, ..			
Ditto (Domun Khan), ...	Bad, ...			
Tegra (Karamut Hossein), .	Bad, ...			
Ditto (Khuda Buksh.), ...	Bad, ...			
Ditto (Shumbhoo Dutt), ..	Bad, ...			
Ditto (Khuda Bux), . .	Bad, ..			
Ditto (Mir Junnut Hossein), .	Bad, ...			
Ditto (Sh. Karim Buksh), ...	Bad, ...			
Ditto (Sh. Nisar Ali), ..	Bad, ...			
Bishunpore (Sh. Mohib Hossein), ..	Bad, ..			
Ditto (Doulat Lall), ...	Bad, ..			
Secundra (Wuzeer Ali), ...	Bad, ..			
Ditto (Manjhi Lall), ..	Bad, ...			
Ditto (Ram Dyal), ...	Bad, ...			
Jumore (Debi Lall), ..	Bad, ...			
Ditto (Lulloo Lall), ..	Bad, ...			
Ditto (Jhubbun Lall), ...	Bad, ...			
Selimpore (Niamut Hossein), ...	Bad, ...			
Manikpore (Rambarose Lall), ...	Bad, ...			
Ditto (Chakouri Lall), ...	Bad, ...			
Ditto (Abdool Kadir), ...	Bad, ...			
Moulanugur, (Fakeer Chund), ...	Bad, ...			
Ditto (Sh. Wazeeroddeen), ...	Bad, ...			
Khalipore (Sunker Lall), ...	Bad, ...			
Badhnugur (Doorga Lall), ...	Bad, ...			
Mahadeopore (Kaubya Lall), ..	Bad, ...			

Additional Inspector, Babu Bhoodeb Mookerjee.

FROM

THE ADDITIONAL INSPECTOR OF SCHOOLS.

TO

W. S. ATKINSON, ESQ., M. A.

Director of Public Instruction.

Dated, Hooghly, 19th May, 1863.

SIR,

IN compliance with the requisition in your letter No. 1463, dated 15th April, I have the honor to submit the following report of the progress of operations under myself for the year ending 30th April last.

I need hardly remind you of the causes which must make my narrative extremely short. I received independent charge only about three months and a half ago; the oldest of the schools now under me, has not been in operation for full five months yet; and the entire work which has been entrusted to my charge, has been hitherto confined to the establishment and supervision of only the three Training schools in the districts of Burdwan, Krishnagor and Jessore. Not until a full twelve months shall have passed over these schools, will the new scheme of Vernacular education begin to appear in its proper dimensions.

The present scheme was devised by the late Lieutenant-Governor of Bengal. It is clearly described in the Government letter dated 10th October, 1860. "The object" as stated in that letter "was to devise some scheme for the instruction of the lower agricultural classes which may be tried at once experimentally, but shall be capable of easy extension and be not ill-adapted to any existing system; suitable to the wants of the people; not calculated to offend their prejudices; and above all, which shall not be attended with inordinate expense, not

only at first but when developed to its full extent." The plan laid down was one for the improvement of Indigenous schools by the offer of money rewards to their *gurus*.

Although the original scheme has subsequently undergone most important modifications, the main features still remain the same as before. The groundwork of the scheme continues to be the Indigenous schools scattered over the face of the country which have existed from time immemorial on the unaided and voluntary support of the people themselves. The scheme still recognizes the utility and importance of these "National institutions," and likewise admits the possibility of improving them and the race of school-masters, but by a process materially different from that at first recommended.

No provision had been made under the original scheme for the education of the *gurus*; and the mere offer of money-rewards from time to time, was incapable of acting upon these men as an adequate inducement to adopt an improved course of study at their schools. This, it was conceded, was the weak point of the scheme, and here great improvements have been gradually introduced. A plan was at first devised according to which a certain number of gurus were to be transferred as stipendiary pupils to a Vernacular Normal school, trained pupils from which were deputed to hold their places in the patshalas until the gurus could be prepared for re-assuming charge of their proper duties.

This plan was tried for about a year in a certain number of patshalas in the district of Burdwan. The officers who had then to report upon its results, found that the force of circumstances had developed two new and striking features of the system under experiment. It was found by them, (first) that the gurus had for the most part withheld themselves from the Normal schools where it had been supposed they were gone for training, and (secondly) that the villagers had invariably nomi-

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nated their *future* gurus to represent these men at the Normal school. These facts, it was suggested, ought to be taken as guides in the further prosecution of the experiment. It was likewise recommended that the system of rewards to the gurus at first proposed, which was complicated and liable to abuse, should give way to that of payment by fixed stipends. To ensure still greater certainty to any future operations under the scheme, it was further deemed advisable that the villagers who nominated their *future* gurus, as well as their nominees, should be required to bind themselves severally by written agreements of the following forms.

Form of agreement to be signed by villagers :—

We the undersigned inhabitants of the village of thanah zillah do hereby certify that we have nominated , aged years son of inhabitant of village, as the future teacher of our village patshala ; we also hereby agree to place the said in charge of our village patshala on his return with a certificate of qualification from the Government Training school. In case of the non-fulfilment on our part of the above conditions, we hereby pledge ourselves severally and collectively to pay to Government all the expenses not exceeding Rs. 60 which may have been incurred in the education and training of our nominee the said . Given this day the of the year 186 . The signatures in this paper were made in our presence and at in the village of by *bonâ fide* inhabitants of the said village.

Educational officer,

Zemindary or Police officer, &c., &c.

Signatures of the villagers, &c., &c.

Form of agreement to be signed by the pupil entering the Government Training school for gurus.

We who sign our names, residences, &c., &c., in this book do, by that act of signature, give our consent each for himself

to be admitted from the dates mentioned against our names into the Training school at on a monthly stipend of Rs. 5 payable in accordance with the rules of the institution. We further agree by the act of signature in this book, each for himself, to return after receiving certificates of qualification to the villages whence we have been selected, and there enter upon and duly discharge the duties of village school-masters, on the understanding that a sum not less than our present monthly stipends will be continued to us in the shape of stipends or rewards as long as we shall continue to deserve them by discharging our duties in a satisfactory manner. We bind ourselves further, each for his own part, by the act of our signature in the book, to pay a fine of Rs. 60 into the hands of the Inspector of schools, ... Division on account of Government, in case we wilfully fail to perform any or all of the above conditions.

These are the main features of the modified scheme which is now undergoing trial in the three districts in which it has been introduced. It will be seen at once that while it has lost none of the advantages which belonged to the original scheme, it has gained very considerably in simplicity, security and capability for wide and steady extension.

(1st.) It has gained in simplicity, not only because the complicated system of payment by rewards on a minutely graduated scale, has given way to that of payment by fixed stipends, but likewise because the evils of interference have been generally reduced, as, under the provisions of the modified scheme, the people themselves are made to take the initiative in the improvement of their national institutions.

(2ndly.) The scheme has gained so much in security by the introduction of the formal agreements among its provisions, that it is no longer impossible to calculate exactly the amount of time and expenditure which may be necessary to bring about under it any given result.

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(3rdly.) The scheme has gained in expansiveness without having become more costly. In the official paper to which reference has already been made, it is stated. "If the time should arrive when we could shew one thousand village schools to a district aided by Government and affording the agriculturists a simple and practical education commensurate with their wants, the State in such a case might be held to have fairly done its duty by a neglected portion of its subjects." It may also be gathered from the calculations made at different places in the same paper that the lowest sum at which the desired end of improving one thousand village schools could be effected, was estimated at a lakh of Rupees in the year. Now, it will be seen from the subjoined table No. I. that the time within which the same result can be brought about under the new scheme is no longer *indefinite* nor is the expenditure required more than a trifle above that sum.

Reports of Inspectors of Schools.

TABLE No. I.

1	2	3	4	Total cost under the present scheme in the final year, or when fully developed.						Time within which the work of improvement may be completed for each District with the machinery now set on foot.	Rate of increase of expenditure over every preceding year for the No. of years shown in the preceding column, after which the expenditure will become fixed as in col. 9.	12
No.	Districts.	Estimated number of Pathshalas at work in each District.	No. of Pathshalas of sufficient importance to demand to be taken under improvement.	In stipends to certificated Masters per month.	In prizes at Rs. 12 per annum per Pathshala, being per month.	In pay and travelling allowance of supervising Deputy Inspectors at Rs. 125 each per month.	Total cost per month.	Total cost per annum.				Remarks.
1	Burdwan,	2500	1000	5000	1000	2500 (at 1 Deputy Inspector to 50 schools).	8500	102,000		14 years (at 75 schools per annum).	7656	
2	Kishnagar,	1000	500	2500	500	1875 (at 1 Deputy Inspector to 35 schools).	4875	58,500		7 years at do.	8016	
3	Jessore,	680	400	2000	400	1750 (at 1 Deputy Inspector to 30 schools).	4150	49,800		6 years at do.	9050	

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Nothing, however, bearing any proportion to the magnitude of the object in view, or the capabilities of the scheme, has been yet effected under it. We have had time only to start three district Training schools for the reception of village nominees. The necessity of this measure has been called in question in certain quarters, and it has been thought that the old Normal schools might have served the purpose of teaching village masters and saved some expense. It may therefore be as well to state in this place that the new Training schools were recommended on two grounds, (first) on the ground established in Sir J. P. Grant's original scheme "that Teachers for each district must be furnished in the district," and (2ndly) on the subsequently ascertained fact that the constitution of the old Normal schools was of a nature essentially different from that required in an institution for the training of village gurus. The old Normal schools have been formed to supply teachers to the aided Vernacular schools which from their nature depend on the sympathy of the classes that are able to contribute 'local subscriptions' for the support of these schools, and who almost invariably look forward to the time when they will be able to supplement the Vernacular education of their children by a further education of them in English. The village schoolmasters on the other hand are to be placed over institutions where nothing beyond the first simple but practical instruction of the children is in demand. These considerations must weigh strongly in favour of district Training schools for village gurus.

The first of these schools was opened at Burdwan in December 1862. The Krishnagor school was established in the January following, and the Jessore Training school commenced operations in March last. The establishment sanctioned for each of these schools is the same, being Rs. 555 per mensem, inclusive of 75 stipends at Rs. 5 per month tenable at each school.

The amount expended up to 30th April at each school, under the several heads of establishment, and current and special contingent charges, is shown below in the tabular form No. II.

TABLE No. II.

No.	Name of school.	Establishment.	Contingent charges.			Total.
			Current.	Special.		
				From assignment.	From surplus.	
1	Burdwan Training Schl. and Patshala,	1555 5 6	20	650	.....	2255 5 6
2	Kishnagor Training Schl. and Patshala,	1283 8 5	15	450	16 6 4	1764 14 9
3	Jessore Training School,	248 13 3	6	450	.....	703 13 3

I beg now to bring to your notice the fact of the encouraging reception which our proposals seem to have generally met with from the people of the different districts, as evidenced by the rapid accession of pupils to their respective Training schools. The following table No. III. shews the date of the first opening of each school, the number of pupils on the rolls on the 30th April last, and the number of miles which the Deputy Inspectors have had severally to travel to bring in these pupils to the different Training schools.

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TABLE No. III.

Name of School.	Date of commencement of work by the Deputy Inspectors.	No. of pupils on the Rolls on the 30th April, 1863.	No. of miles travelled over by each Deputy Inspector to bring in the pupils to the Training schools.	Remarks.
1 Burdwan Training School, ...	2nd Dec. 1862	75	927	Pundit Loharam, Deputy Inspector of Kishnagor, who completed his admissions on the 12th February last, was deputed to assist the Deputy Inspector of Jessore, who had commenced work only about the close of January.
2 Kishnagor Training School, ...	15th Jan. 1863	75	566	
3 Jessore Training School, ...	27th Jan. 1863	75	766	

In all the above cases the pupils of the Training schools are invariably the nominees of the villagers, who have entered into agreements binding themselves to keep up their patshalas and retain their nominees as teachers at them upon their return after training. The following table No. IV. will not be quite uninteresting as shewing the number of people who by having signed these agreements seem to have given proof of their appreciation of the advantages offered them under the present scheme.

Reports of Inspectors of Schools.

TABLE No. IV.

No.	Name of Schools.	Number of agreements filed in each school.	No. of men signing the agreements who have made their marks.	Number of men signing who subscribed their own names.	Total number of signatures on the agreements.	Remarks.
1	Training School, Burdwan, ...	89	42	660	702	The average number of signatures on each agreement is 10.5.
2	Training School, Kishnagor, ...	87	33	1009	1042	
3	Training School, Jessore, ...	75	141	759	898	
				Total,...	2642	

From the contents of the 4th and 5th columns in the above table, it will be seen at once that it is chiefly the men in the villages who can write their own names that have signed the agreements. This is as might have been expected. The better classes of the community are always the foremost to appreciate the effects of any new measure, although that measure be calculated to affect chiefly those not belonging to their own body. The social status of the village-nominees themselves, as shewn in the following table No. V., is also a proof of the fact that the inducements offered have been sufficient to invite a better class of men to our patshalas than those who have heretofore presided over those institutions. The improvement of the race of village school-masters is therefore no longer a problem to be solved.

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TABLE No. V.

No.	Name of School.	Caste of the pupils.				Age of the pupils.				Previous education of the pupils.				Previous occupation, if any, of the pupils.				
		Brahmins.	Other good caste men.	Lower caste men.	Total.	From 17 to 20.	From 21 to 25.	From 25 to 39.	Total.	Pupils of English Model Aided or other Schools.	Pupils of Toles.	Pupils of Patshalas.	Total.	Gurus.	Gomastahs, Mahajuns &c. &c.	Priests Doctors Teachers &c.	None.	Total.
1	Burdwan Training School, ...	47	16	12	75	13	20	12	75	29	11	32	75	10	19	9	37	75
2	Kishnagor Training School, ...	48	19	9	76*	42	28	6	76	55	5	16	76	11	17	6	42	76
3	Jessore Training School, ...	10	31	24	65†	24	19	22	65	15	0	50	65	21	12	13	19	65

It may not be altogether irrelevant in this place to attempt to enter, as far as we can, into the considerations which must have offered themselves to these men to volunteer for patshala service, a service erewhile thought by many of themselves to be derogatory to those who hold it. The fact is that, under the present scheme, the prospects of remuneration held out to the certificated tutor of a village, are in every respect equal to those placed before the pupils of our old Normal schools. It is true the would-be patshala tutor is assured of only a five-rupee stipend from Government, while the lowest salary on which a Normal student is bound to serve, is three times as great. But a man qualifying himself for a patshala tutorship expects to receive at least Rs. 5 more from the fees of his pupils. Besides, as he is to serve in the patshala of his own

* One is a free pupil (*i. e.* draws no stipend.)

† Returns of ten pupils lately nominated have not been received.

native or of some neighbouring village, which he can always attend from home, while the Normal student is bound to go to any school, in or out of his own district, to which he may be sent, the pupil of the Training school does not, in the estimate which he makes of his future income or prospects, think them at all inferior to those of his more aspiring brother at the Normal school. In fact the peculiar circumstances of the country had for a long time past created a diversity of interests, so to say, in educational matters between the well-to-do and the lower classes of the community. The supervision which the better classes alone are competent to exercise over educational establishments, had been in a great measure withdrawn from the patshalas. The remuneration of the teachers of these institutions had also fallen off with the interest of those who had the means to pay adequately, and an inferior set of men accordingly came to occupy the once honorable post of *guru mahâshoy*. Now that the necessary supervision is to be exercised and the falling off in the village tutor's income is to be made up at least in part, it is not difficult to conceive why the patshalas will improve, and a more competent and worthy class of men come to preside over them.

From the above remarks, it will be seen that the first difficulty which lay in our way, namely that of obtaining village nominees for the Training schools, has been fully overcome. In the next year this difficulty will grow still less, and so on for every succeeding year, as popular suspicions, the effect of popular ignorance, are removed by experience of the beneficial effects of the measures set on foot.

I feel bound to bring to your notice in this place the efficient services of all the Deputy Inspectors. They have one and all worked earnestly as men who know how to make a difficult task sit light by taking a pleasure in executing it. It has been shown above, in table No. II., within what short spaces of time they

have all completed the admissions for the year. The Deputy Inspector of Krishnagor, Pundit Loharam Shiraratna, succeeded in doing this earliar than his compeers. His superior success was owing no doubt to his greater local knowledge and influence. But my thanks are particularly due to the old Deputy Inspector of the district, Baboo Radhicaprossono Mookerjee, for the judicious advice and effective assistance which he has always rendered to Pundit Loharam, and also for the able manner in which he prepared the ground in Krishnagor before Pundit Loharam's appointment and the formal introduction of the present scheme to that district.

The scheme may now therefore be said to be fairly set afloat, the Training schools having been started each with its full compliment of pupils for the year brought in by the Deputy Inspectors. The next, and as it appears to me the more important point which still remains to be gained, is to meet exactly the educational requirements of the people by the training now given to the future instructors of their children. There are so many causes at work tending to produce a deviation from the course which a clear perception of the end to be attained prescribes, that it will be too early yet to speak with much confidence of the success of the Training schools. Precautions, however, have been taken to prevent their overshooting the mark. The course of studies prescribed for them has been such as is calculated to meet the requirements of the Elementary Vernacular schools only. It is as follows:—

1. Reading.
2. Writing from dictation, also letters, petitions, agreements, chittahs, &c., &c.
3. Arithmetic—the tables, the four fundamental operations, Practice on the native system, the Rule of Three, Proportions and all operations depending on them.
4. Accounts—Mahajani and Zemindari.

5. Practical surveying and mensuration.

6. Geography—The District, Bengal, India, outlines of the Map of the World.

7. History—Bengal, Part II.

8. Object Lessons and art of teaching, with lectures on the patshala method and practice in the model patshala.

I beg to be permitted to quote in this place from my letter of instructions to the Head Master of the Jessore Training school when forwarding a copy of the above course of studies for his adoption. "I would advise you," I wrote to him in the concluding paragraph, "to guard against the danger of over-teaching your pupils. You will, I trust, keep your eye steadily on the object to be attained by the machinery which has been set on foot, and be particularly careful not to overwork that machinery. Efficient, contented, well-behaved school-masters are wanted from the Training school and not pretentious scholars. It must be your care, therefore, to teach *well* rather than to teach *much*. You will try to ground the pupils thoroughly in the subjects laid down in the above course—in things actually wanted by the people, and for which they have all along supported their village-schools. I need scarcely add that you will pay every attention to the moral training of your pupils, and with that object in view, induce them to put up with you within the school-compound; where your constant supervision exercised in love and kindliness will not fail of winning that affection and respect from your pupils which will at once guarantee your future success with them." My instructions to the Head Masters of the other two Training schools were to the same effect.

Another precaution against the danger most to be apprehended in the Training schools has been taken in the constitution given to the Model patshalas attached to them. I have pertinaciously adhered in the Model patshalas to the ordinary

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patshala system. So far as the apparatus, appliances, and the school-hours are concerned, no change whatever has been allowed to be made. But the internal management of the patshalas, the mode of instruction to be adopted in them, and the arrangement of lessons, have been left open for such improvements as they admit of.

To guard against unnecessary innovations even in these points—innovations which might shock prejudice and produce no adequate good and very likely some positive evil—I have required the Head Masters of the Training schools to give lectures to their pupils on the comparative merits of what might be called the *school* and the *patshala* methods of instruction. It has been thus made necessary for the masters of the Training schools to think well on the effects of any changes which they might be disposed at any time to introduce. These lectures on method are in every instance revised by me ere they are discussed before the pupils.

Under all these precautions I hope to see our Training schools go right onward to the attainment of their definite object. I hope to see them prepare such men for the public service as will, by their steady conduct and useful acquirements, secure from the beginning the confidence and sympathy of the classes whose children invariably drop off from *patshalas* upon their sudden conversion into *schools*. I entertain hopes likewise of their being able in the end to win over to our side those persons who may at first feel some disappointment at our close adherence to a system which their means permit them to discard.

It will be premature to enter into any calculations as to the probable cost to Government of educating each pupil under the present system. I have little doubt but that when it has actually come into full operation, it will not be difficult by means of facts and figures to vindicate the claims of the pre-

sent scheme as the cheapest yet brought into operation. I need only observe at this place that I have not lost sight of this important point in my instructions to the Deputy Inspectors. I shall solicit your indulgence to quote here from my letter of instructions to one of them. I wrote to the Deputy Inspector of Jessore, "I can only tell you generally that inasmuch as there will be no end of applications for nominating future gurus if every little patshala that exists or might be set up should have a trained or certificated guru provided for it, you must use particular discretion in receiving village nominees for the Training school. You will find it safe to be always on the spot and to ascertain from personal inspection that the village from which you receive a nominee is able to support a large patshala, say of twenty-five pupils at least. In those places, however, where you find three, four or more small villages so situated that united they can support a large patshala of twenty-five pupils or more, you will be at liberty to take a nominee from the patshala most centrally situated, provided the inhabitants of the other villages also come forward to sign the agreement. Our care in short should be to secure large patshalas in the future for our trained and certificated Masters, and we should therefore work from the beginning with a view to that end, preparing the way for the future union of petty patshalas into large central ones and proceeding cautiously so as not to sow the seeds of future disunion where union exists at present."

Fears have been expressed by some not acquainted with every provision of the present scheme, that the reception which our trained and certificated Masters will meet with from the villagers upon their return will not be exactly what we anticipate. I need say no more on this point than that no apprehensions of the kind are entertained by those most concerned. The village nominees themselves, who are now pupils

at the several Training schools, confidently express the hope of not only being put in peaceful possession of the patshallas, but also of the attendance of pupils increasing at them upon their return. The agreements too which the villagers have signed in every instance, must bind them to their promises should even their self-interest fail to do so. I beg to quote once more from a letter I addressed to the Deputy Inspectors in relation to this subject of agreements. "As to the number of signatures that you should try to receive on each agreement, it ought to be at least ten, as a rule, but exceptional cases will occur in which a smaller number of signatures such as those of Zemindars or other men of permanent influence in the place, will be deemed sufficient. Where there are no such men to enter into the agreement, you ought to try to obtain the signatures of most if not of all the guardians of the patshala pupils. Should the present guru himself become a party, which he may be if any of his own relatives who may be competent is nominated, the object in view will be secured still better. I can foresee one difficulty amongst the many which you will have to meet in the villages, I mean that arising from the disagreements of the villagers themselves as to the person who should be nominated. In these cases you will have to use your tact and persuasion, and the 'age' and 'attainment' qualification laid down elsewhere will also come to your help. Should these fail, you must refuse to receive any of the nominees about whom the villagers may be disputing, until they can become unanimous or until the majority on any one side is great, say as to 4 to 1."

I have had to say elsewhere in this report that a feeling akin to that of disappointment will be entertained by some who have not been able fully to appreciate the objects of the present scheme. I am, however, very happy to be able to add that such a feeling is far from being general. As an instance

of the contrary I would mention that under the advice and active co-operation of some of the best educated men of Krishnagor, a night-school, probably the first in this country, has been set up in connection with the Training school at that station. This night-school is attended by a large number of operatives of every class and age. I have often watched the proceedings at this school with interest, and wished that circumstances were equally favourable at Burdwan and Jessore for trying the same experiment there. At any rate, as it can cost nothing above some extra toil and care to themselves, I have desired the Head Masters of the sister institutions to try to follow the example set them at Krishnagor. It will be too early yet to talk of night-schools in the villages in connection with our improved patshalas, but I may express the hope that the examples set at the Training schools are very likely to operate upon those brought up in them. In fact I cannot help thinking that our trained village tutor will prove useful in more ways than one. He may open a night-school if he is induced thereto by sufficient motives, he may also be made an agent for the sale of cheap and popular books in case any measures are devised for their preparation and diffusion, and lastly our village tutor may very properly become the librarian of a cheap circulating village library, if such libraries are established as one of the many means employed for the improvement of popular education.

The following is an extract from the report of the Head Master of the Burdwan Training school.

"The Burdwan school opened on the 17th December, 1862, with seventeen pupils in the training and two in the patshala department; but up to the 30th April owing chiefly to the exertions of the Deputy Inspector, Baboo Troyluckho Nath Chatterjee, eighty-four village nominees have come in to sign the agreement and enlist themselves as pupils. The number on

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the rolls, however, does not exceed seventy-five, three having died and the others discontinued their attendance owing to a fright which affected them of being transported to the Island of Mauritius, where Government, it was said, had set up schools for the education of the natives."

"It is in places like these," remarks the Head Master, "where the people are so stupid and suspicious, that schools are most needed. Within the five months that the Training school has been established, the pupils have gone through three little prose-works, the general rules of grammar and up to the Rule of Three in Arithmetic with Practice on the native system, as well as a good many lessons on objects, and some lectures on the art of teaching. They have also learnt to write petitions, receipts, pottahs, kabooleats and common bonds. In another seven months these pupils will become fit for appointment to their patshalas, but," observes the Head Master, "they can learn the subjects of their study more fully if they are permitted to remain in the school for another twelvemonth."

The Head Master then complains of the difficulty of managing a class consisting of pupils of such totally unequal qualifications as his present students, some of whom are intelligent and advanced in knowledge, while others are very stupid and almost unlettered men. The students of the Training school board and lodge in the school-compound. The present number of boarders at the school is twenty-eight. Three boarders mess together, being supplied with food by a man who has taken a contract from them to do so. The students have established a literary club called the "Gyan Bikasinee Sobha" which meets every Saturday evening and in which essays are read and discussions carried on on ordinary topics. "I have thought proper," writes the Head Master, "to afford every encouragement in my power to this institution." The Model patshala numbers on its rolls seventy-four pupils. They

all pay a fee of one anna per month. The patshala is divided into five classes, all of which are taught by students from the Training department under the superintendence of the teachers. "I beg to observe," says the Head Master at the close of his report, "that the school-house is not situated in a suitable locality, being in a thickly-peopled quarter and far removed from both the Post Office and the Hospital. Besides the house is not suitable for the accommodation of a school, not having a single room spacious enough in which to give a general lecture or object lesson to all the pupils assembled together. I beg also to state that my assistants have discharged their respective duties to my satisfaction."

The Head Master of the Training school at Krishnagor reports to the following effect:—

"This school was opened on the 7th January, 1863. Only sixteen village nominees were admitted on that day after they had signed their names, &c., in the agreement book. But the full number of admissions authorized for the year, namely seventy-five, was completed about the middle of February following. The school-house is situated in the southern extremity of Krishnagor and consists of four rooms and two verandahs, with sheds for the accommodation of boarders. The Head Master as well as his first assistant take up their quarters at the school-house. The boarding students employ a cook and servant in common. The school-house has two large compounds in which the pupils are employed for some time every day in cultivating a kitchen garden for themselves. "This is done" says the Head Master, "with the double purpose of lessening the foolish pride of the pupils as well as to invigorate their body and inure them to hardships. The conduct of the students" continues the Head Master, "has been generally satisfactory. Special care has been taken by the Masters to instil into their minds correct moral principles, and

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it is indeed a pleasure to be able to remark, that the conduct of the pupils has greatly answered our expectations." The pupils have started a weekly club under the superintendence of the Head Master and his first assistant.

The Model patshala contains seventy-four pupils. The pupils are divided as in ordinary patshalas into the palm leaf, plantain leaf, and paper classes. The patshala meets twice every day in the morning and evening, and it is increasing in number so fast, that unless some provision is made early for their better accommodation, admission must be refused to fresh candidates. With a view to give a fair trial to the patshala system of teaching, to read and write simultaneously, and if possible to prove the superiority of that system to the practice which obtains in Vernacular schools adapted to the English model, a juvenile class has been lately formed consisting of eleven little infants that have never before attended any other institution.

Pupils from the Training department teach in all the classes of the Model patshala. "They have another place," says the Head Master, "at which to practice in teaching, I mean the night school, which has been set up under the advice and assistance chiefly of the intelligent landlord of the school-house, Baboo Jadoo Nath Roy. This school meets from 7 to 9½ P. M. and consists of thirty-two pupils who confine their attention at present to reading and writing only. The progress made at this school of adults is very encouraging. Men who knew nothing of letters at the time of their admission can now read from such books as the Bodhodoy and write out pretty correctly and easily from dictation."

The Head Master of the Jessore Training school reports that he opened the school with only six pupils on the 28th February, 1863, that on the 21st March the number had increased to twenty-six, when, upon the arrival of the first assistant, they

were divided into two classes. The number on the rolls on the 30th April was seventy-five, although sixty-four only attend, eleven pupils who were lately nominated not having yet joined the school. The progress made by the pupils in the different subjects of study is hopeful. Their reading and spelling have already improved. The Model patshala has only five pupils on its rolls, but an increase to its numbers is shortly expected.

The Deputy Inspector of Burdwan reports that from December, 1862, to the close of April, 1863, he was occupied in collecting pupils for the Burdwan Training school. The selection of every pupil was preceded by the ceremony of taking agreements in writing from the villagers who nominated him, altogether eighty-nine pupils were thus selected.

Regarding the social status and attainments of these men, the Deputy Inspector says that most of them were at one time students of Vernacular schools, while some have come from *Tols*, and a few only were actually gurus. "The pupils I have selected," continues the Deputy Inspector, "are susceptible of improvement and will prove efficient patshala teachers. I have always advised the villagers to nominate young men of between eighteen and thirty-two years of age, of some education and good character, and who are natives of their own or of some neighbouring village. Lastly," says the Deputy Inspector, "I beg to inform you that many candidates from the neighbouring districts of Bancoorah and Jehanabad have expressed their desire for admission into the Burdwan Training school."

The following is the substance of the report submitted by the Deputy Inspector of Krisnagor. "This district is divided into nineteen thannahs and there are nearly six hundred patshalas situated within their jurisdiction; of these ninety have been visited by me. All these, with scarcely any exceptions, are in a wretched state; the system of education imparted in them is

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very imperfect, and the gurus under whose care they are placed, are a set of illiterate men. This pitiable condition of the patshalas is attributable to the neglect of the rich and respectable portion of the native community, whose views of education are now become greatly refined. In the villages I passed through, I heard the rich and respectable portion of the community bitterly complain of the gurus. It is in fact obvious that the gurus and not the patshalas are the objects of slight and derision, and the appointment of well educated pundits to the patshalas will assuredly raise these institutions in the estimation of the community. I beg humbly to submit at this place the following remark on the working of the scheme so far as it has yet proceeded. In every case of nomination, an agreement has to be signed by the villagers; the respectable classes only can, and do come forward to do the needful; in such cases it is *their* interest, however, to get well educated pundits for the patshalas, and not such men, merely as will be able to impart a simple and practical education to the children of the poor. The present scheme is designed, however, mainly, if not wholly, for the benefit of the latter. Is it not advisable under these circumstances to do away altogether with the ceremony of taking agreements?

"I beg further to observe that the patshallas from which a nominee is taken for education at the Training school is often neglected, if not entirely abandoned by the guru, who loses all interest in a work which he knows he will have to make over to another's hands after a year. It would perhaps be advisable to hold forth some encouragement in the shape of rewards to these men.

"I have directed particular attention to this point in my visits to the patshalas, and I believe I have by my repeated exhortations succeeded in part, but never fully, in my wishes. The patshalas have not improved. They are nearly in the same

state as when nominees were received from them. I must add, in this place, that I have been very materially assisted in all my operations by Baboo Radhicaprossono Mookerjee, Deputy Inspector of Krisnagor.

"In conclusion, I have to state that agreeably to my instructions I went to Jessore and procured some nominees for the Training school set up at the Sudder Station. From all that I saw in Jessore, I am inclined to think that the present scheme is likely to be more successfully worked in that district than in Krisnagor, where the views on education of the respectable classes of the native community have undergone very material alterations."

The Deputy Inspector of Jessore, Baboo Hurromohun Bhattacharjee reports that "the people of the district take but little interest in education. It is, therefore, scarcely necessary to add that in the beginning they hardly paid sufficient attention to me to understand the proposals I had to make to them. I am happy to be able to say, however, that where once I was able to secure their attention and obtain a hearing, I scarcely failed to succeed. Hence, within the short space of three months, I obtained eighty-six nominees for the Training school, eleven of whom, however, never joined that institution from various causes to which it is hardly necessary to allude.

"The village nominees are, in almost all instances, natives of the villages, for which they are nominated or of places closely situated. A few actual gurus have come to the Training school and their places at the patshalas are supplied by substitutes found by themselves. Permit me to add in this place that I wish some provisions were made for rewarding these substitutes, as well as every *locum tenens* of the pupils under training during the interval that must elapse before our trained-up men can come forth to occupy the places provided for them. This would prevent some of the patshalas from failing entirely and

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in others, conduce, although but slightly, to some improvement.

"I would beg to inform you further that in a very few places I have been persuaded to take a nominee for a patshala that does not exist. But in all such cases I have taken care to assure myself that a large patshala did exist only a short time before. I am happy to be able to add that in many of these places the people have already set up the patshalas afresh.

"In receiving village nominees and agreements from the villagers, I have conformed in every respect to the spirit as well as to the letter of the instructions I received. I have tried not to confine my attention to particular localities, which, if I had done, might have saved me a great deal of trouble. But on the contrary, I have tried to visit patshalas in every part of the district and obtain nominees from the most distant parts, so that the beneficial effects of the scheme now being carried out, may come at once to the doors of many and not only lessen our troubles for the next year, but likewise afford in our improved patshalas, models for imitation everywhere.

"I cannot conclude this report without acknowledging my obligations to Pundit Loharam Shiraratna, whom you had the kindness to depute to Jessore for my assistance. He brought in sixteen nominees in time for me to complete the admissions before the expiration of the official year."

I beg to annex Returns of the schools under my charge.

I have the honor to be,

Sir,

Your most obedient Servant,

BHOODEB MOOKERJEE,

Additional Inspector of Schools.

Return of Villages from which nominees have been taken by the Deputy Inspector of Schools, Burdwan, for the year ending the 30th April, 1863.

Numbers.	Villages.	Thanahs.	No. of inhabitants of the Village.	Pupils now in the Patshala.							Distance from aided or other Schools.	No. of pupils likely to attend the Patshala on the appointment of the certificated Guru.	Remarks.
				Caste.			Age.						
				Brahmins.	Other good castes.	Lower castes.	From 5 to 7.	From 7 to 10.	From 10 to 15.	Upwards.			
1	Salalpore, ...	Selimabad, ...	600	0	14	6	5	11	4	0	2 miles	40	
2	Aboogfatee, ..	Ditto, ...	730								6 miles	40	
3	Oonnuckpoor, ...	Ditto, ...	480	4	15	6	7	10	8	0	3 miles	32	
4	Turrah, ...	Gungooriah, ...	900	8	10	7	10	12	3	0	6 miles	40	
5	Rajpore, ..	Ditto, ...	480								4 miles	40	There is no Patshala now.
6	Kashirah, ...	Ditto, ...	900	6	18	2	12	8	6	0	6 miles	36	
7	Rajpore, ...	Ditto, ...	1200	7	25	3	3	25	7	0	5 miles	50	
8	Bycuntpore, ...	Burdwan, ...	1200	6	5	3	7	3	4	0	7 miles	40	
9	Baliarah, ...	Ditto, ...	900	3	22	5	17	6	7	0	4 miles	40	
10	Becharhaut, ...	Ditto, ...	750	2	10	8	6	9	5	0	2 miles	32	
11	Kajirhaut, ...	Ditto, ...	900								2 miles	40	There is no Patshala.
12	Khojanorbeer, ...	Ditto, ...	6600	2	44	12	20	24	14	0	2 miles	40	
13	Lacurdee, ...	Ditto, ...	3000								1½ miles	70	There is no Patshala.
14	Satlah, ...	Aousgram, ...	480								3 miles	30	Ditto.
15	Bhedia, S. & E., ...	Ditto, ...	3000	13	15	7	10	16	9	0	3 miles	45	
16	Bhedia, N. & W., ...	Ditto, ...	300								3 miles	40	Here is no Patshala now.
17	Simulcund, ...	Ditto, ...	750	4	11	1	8	7	1	0	4 miles	40	
18	Tungrah, ...	Ditto, ...	540	20	10	0	10	11	9	0	3 miles	32	

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19	Parasurampore,	..	Acosgra	252		5	5	7	0	4	30	
20	Roarah,	..	Ditto,	780		10	9	6	0	4	40	
21	Badurah,	..	Ditto,	480						8	35	There is no Patshala now ing.
22	Jaragram,	..	Selimah	900		10	8	7		2	40	
23	Kunchunagore,	..	Kunchu	000		18	28	19	0	2	125	
24	Edilpore,	..	Ditto,	200						3	40	There is no Patshala.
25	Fukeerpore,*	..	Ditto,	300						3	40	
26	Gulsee, East,	..	Bhood-Bh	400		5	5	4	1	10	35	
27	Behalah,*	..	Ditto,	600						9	35	
28	Gulsee, West,	..	Ditto,	400		0	9	15	5	0	40	
29	Noah,	..	Ditto,	200		2	11	14	7	0	40	
30	Ghagrah,*	..	Ditto,	420						6	32	
31	Umurgur,	..	Acosgrar	500		2	7	12	10	1	40	
32	Arrile,*	..	Ditto,	200						6	60	
33	Dignagur,	..	Ditto,	000		2	6	12	2	0	35	
34	Gopalpore,	..	Bhood-B	1200						8	40	
35	Rajnoor & Atparah,	..	Ditto,	600						8	35	
36	Kurchoome,*	..	Ditto,	1200						8	35	
37	Sauk,	..	Ditto,	1800		3	18	5	9	13	12	2	45	
38	Kajirbusudahaut,	..	Burdwan	2250		1	6	28	10	11	14	0	50	
39	Potah, Beeratecue, Paharpore, Cantonment,	..	Ditto,	600		3	8	15	10	12	13	1	40	
40	Hurripore,*	..	Raynah,	1200								3	50	
41	Sraidool,	..	Ditto,	600		6	11	4	5	9	7	0	50	
42	Jamdoba,	..	Selimabad,	1200		2	7	14	8	13	11	1	50	
43	Colahnagrah,	..	Gonguria	900		5	8	2	4	7	4	0	30	
44	Amrah,*	..	Ditto,	1500		3	16	10	6	11	12	0	50	
45	Vaitah,	..	Ditto,	1020								3	40	
46	Putundah,	..	Ditto,	1500		5	29		14	18	9	0	55	
47	Corundah,	..	Ditto,	1800		3	51	2	23		22	0	70	
48	Sanacund,	..	Ditto,	1200		5	41	2	25		8	0	50	
49	Gumry and Cantiahsohid,	..	Burdwan	600			12		9	12	5	0	40	

Return of Villages from which nominees have been taken by the Deputy Inspector of Schools, Burdwan, for the year ending the 30th April, 1863.—(Continued).

Numbers.	Villages.	Thanahs.	No. of inhabitants of the Villages.	Pupils now in the Patshala.							Distance from aided or other Schools.	No. of Pupils likely to attend the Patshalas on the appointment of the certificated Guru.	Remarks
				Castes.			Age.						
				Brahmins.	Other good castes.	Lower castes.	From 5 to 7.	From 7 to 10	From 10 to 15.	Upwards.			
50	Radagunj & Dokrah,	Burdwan, ...	2400	7	31	4	22	14	13		½ mile	40	
51	Jugutbeer, ...	Ditto, ...	1200	5	54	0	18	24	17	0	2 miles	80	
52	Kaligram & Nolah,	Ditto, ...	960	12	20	4	11	16	8	1	6 miles	45	
53	Jhingutty, ...	Ditto, ...	500								4 miles	50	There is no Patshala.
54	Khojanorbeer, ...	Ditto, ...	12	4	32	11	14	22	11	0	2 miles	70	
55	Rayan, ...	Ditto, ...	1800	16	32	7	13	23	23	0	3 miles	60	
56	Fukeerpore, ...	Aousgram, ...	3000	1	8	4	6	4	3	0	8 miles	50	
57	Ramnagore & Degee,	Ditto, ...	1260	25	18	10	12	28	13	0	2 miles	70	
58	Oonia, Debgram and Kesubpore, ...	Mundlecote, ...	3000	14	33	5	13	24	15	0	2 miles	80	
59	Aousgram and Jobirmat, ...	Aousgram, ...	1400								8 miles	80	There is no Patshala.
60	Carotiah, ...	Ditto, ...	1800								9 miles	75	
61	Boojrook-Nobogram,	Ditto, ..	1440	10	12	0	5	10	7	0	9 miles	40	
62	Burrur, ...	Selimabad, ...	1660								2 miles	40	There is no Patshala.
63	Pangrah, ...	Burdwan, ...	3000	6	27	9	12	18	10	2	4 miles	80	
64	Halerah, ...	Selimabad, ...	1500	4	6	0	3	5	2	0	0	50	

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65	Pulsit,*	[illegible]									4 miles	[illegible]	
66	Beguty,	Ditto,		5					6	1	8 miles	50	
67	Bulgonah,	Montsev		9		[illegible]			24	1	10 miles	50	
68	Eklokee,	Raynah,		2		24			11	0	9 miles	80	
69	Kendoor,*	Khundghos									8 miles	60	
70	Boine,	Endesh,		6		10			15	3	8 miles	70	
71	Betoor,	Ditto,		3		6			9	0	3 miles	40	
72	Changram,*	Khundghos									5 miles	60	
73	Sankary,	Ditto,		8		2			14	0	6 miles	80	
74	Naroogram,	Raynah,		5		6			9	2	8 miles	60	
75	Jamalpore,	Ditto,	[illegible]								9 miles	40	Th... sh...
76	Gopalpore, ...	Ditto,	1500	3		6			12	0	8 miles	36	
77	Corari, Jamu ore & Cudigachi, ...	Ganguriah,	1200	1	3	4		9	15	2	6 miles	80	
78	Kaleshwar, ...	Ditto,	1800	4	6	0		2	8	0	5 miles	50	
79	Shibpore & Cuchut,	Ditto,	5400	7	2	5		8	14	1	5 miles	80	
80	Baricomah, ..	Ditto,	1500	0	5	2		7	6	[illegible]	8 miles	40	
81	Jotecobeer & Culush,	Selimabad.	1350	0	6	4		5	3	1	1 mile	70	
82	Sremanpore, ...	Ditto,	1200	4	6	2		4	8	1	5 miles	50	
83	Fukeerpore, ..	Burdwa	2025	1	8	4		4	3	0	1 mile	00	
84	Cotal Ghore, ...	Muntes	1200	6	9	0		9	2	0	7 miles	60	
85	Gooshcarah, ...	Anosgra	1800	9	1	0	9	7	4	0	2 miles	50	
86	Rutnapore and Bamunarah, ..	Sahibgu		0	5		0	17	1	0	5 miles	60	
87	Arrial and Bahadoorpore,	Anosgram,		0	12		6	15	1	0	6 miles	80	
88	Debgram,	Munteshwar,		3	2		5	7	8	0	6 miles	30	
89	Paneehghur,	Tee paharre,		2	3		5	20	3	0	5 miles	60	

Return of Villages from which nominees have been taken by the Deputy Inspector of Schools, Krishnagor, for the year ending 30th April, 1863.

Numbers.	Villages.	Thanahs.	No. of inhabitants of the Villages.	Pupils now in the Patshala. Caste. Brahmins.	Other good castes.	Lower castes.	Age. From 5 to 7.	From 7 to 10.	From 10 to 15.	Upwards.	Distance of the nearest aided or other School from the Patshala.	No. of pupils likely to attend the Patshala upon the appointment of the certificated Teacher.	Remarks.
1	Chandsaruk, ..	Kotoally, ..											There is no Patshala now existing.
2	Boicuntsaruk, ..	Ditto, ...	450	1	19	2	16	6	0	0	1 mile	50	
3	Bhayarylah, ...	Ditto, ...	400	6	9	5	6	8	6	0	2 miles	35	
4	Ghoornei, ..	Ditto, ...	1000	4	22	18	18	0	26	0	1 mile	100	
5	Bahadoorpore, ...	Ditto, ..	200	5	2	0	7	0	0	0	3 miles	20	
6	Patkibaree, ...	Nakasiparah, ...	100	2	8	2	6	4	2	0	3 miles	20	
7	Chandghar, ..	Meherpore, ...	450	5	5	6	4	10	2	0	6 miles	25	
8	Nobbodeep. Kasamri-saruk, ...	Kotoally, ...	400	21	50	10	50	22	9	0	Adjacent	100	
9	Nobbodeep, ...	Ditto, ...	300	30	12	8	40	8	2	0	Ditto	100	
10	Dogahia, ...	Ditto, ...	235	10	5	31	23	12	11	0	3 miles	60	
11	Deyparah, ...	Ditto, ...	150	6	6	5	6	10	1	0	2 miles	25	
12	Bamupookar, ...	Ditto, ..	1000	8	16	16	20	10	5	5	4 miles	60	
13	Nagurghattah, ..	Ditto, ..	40	0	0	9	3	6	0	0	3 miles	20	
14	Joypoor, ...	Ditto, ...	150	4	10	6	6	5	6	3	4 miles	30	
15	Jalsookha, ...	Nakasiparah, ...	500	5	30	10	7	15	23	0	2 miles	50	
16	Maduhpore, ...	Harrah, ...	125	6	8	4	5	8	5	0	8 miles	35	

17	Dhurmodha, ...	Nakasiparah, ...	500	3	25	7	10	15	10	0	4 miles	40	
18	Mooragacha, ...	Ditto, ...	250	19	8	3	11	8	11	0	4 miles	40	
19	Kasiadangha, ..	Ditto, ...	260	4	12	0	9	4	3	0	Adjacent	30	
20	Billogram Dukhinparah, ...	Ditto, ...	300	19	2	1	12	8	2	0	2 miles	35	
21	Manicdekey, ..	Panighattah, ...	200	11	7	3	6	7	8	0	2 miles	30	
22	Chapie ...	Ditto, ...	100	8	0	2	1	7	2	0	3 miles	20	
23	Merch, ..	Meherpore, ...	400	9	15	11	18	9	8	0	4 miles	45	
24	Panighattah, ...	Panighattah, ...	150	7	8	9	5	6	9	4	2 miles	40	
25	Bannei, ...	Meherpore, ...	450	14	5	31	10	15	25	0	8 miles	100	
26	Acundheriah, ..	Panighat, ...	150	3	8	7	8	8	2	0	2 miles	25	
27	Shorrai, ..	Nakasiparah, ...	200	10	15	5	6	19	5	0	3 miles	40	
28	Hatgacha, ..	Panighat, ...	150	10	8	2	7	8	5	0	2 miles	30	
29	Sahibnagur, ..	Meherpore, ...	700	5	0	38	20	13	10	0	14 miles	70	
30	Dohadangah, ..	Nakasiparah, ...	250	8	10	10	12	7	9	0	3 miles	40	
31	Ghoriketro, ..	Panighat, ...	150	17	3	0	7	8	5	0	3 miles	45	
32	Kissengunge, ..	Hauskhali, ...	300	1	10	19	10	12	8	5	3 miles	40	
33	Koorulgachi, ...	Damoorhoodah, ...	1100	23	4	6	16	12	5	0	6 miles	60	
34	Hurrihurnagar, ...	Dowlutgung, ..	300	2	8	15	10	8	7	0	1 mile	40	
35	Perpoolhariah, ...	Hauskhali, ...	100	0	0	10	4	6	0	0	1 mile	30	
36	Meherpore, ..	Meherpore, ...	3000	15	13	23	25	17	9	0	Adjacent	100	
37	Peerpore Coollo, ...	Damoorhoodah, ...	300	1	4	32	19	6	12	0	6 miles	50	
38	Khuringah, ...	Mohespore, ..	700	5	1	10	8	4	4	0	3 miles	40	
39	Meherpore, ...	Meherpore, ...	3000	15	12	22	25	18	6	0	Adjacent	100	
40	Poofooparah, ...	Mohespore, ...	600	15	4	6	12	8	5	0	3 miles	40	
41	Gunganundpore, ..	Ditto, ...	500	10	7	3	6	7	7	0	15 miles	50	
42	Tookpokooriah, ...	Ditto, ...	300	6	25	24	15	16	20	0	6 miles	70	
43	Mohespore, ...	Ditto, ...	500	1	1	30	12	8	12	0	Adjacent	40	
44	Billogram Ooterparah, ...	Nakasiparah, ...	160	30	3	2	16	8	11	0	2 miles	40	
45	Ramnagur, ..	Hauskhali, ...											There is no Patshala now existing.
46	Katali, ..	Damurhoodah, ...											Ditto.
47	Luckhigacha, ...	Harrah, ...	70	5	4	20	8	16	5	0	8 miles	40	
48	Dadpore, ...	Nakasiparah, ...	225	10	5	10	8	12	5	0	2 miles	30	

Return of Villages from which nominees have been taken by the Deputy Inspector of Schools, Krishnagor, for the year ending 30th April, 1863.—(Continued).

Numbers.	Villages.	Thanahs.	No. of inhabitants of the Villages.	Pupils now in the Patshala. Castes. Brahmins.	Other good castes.	Lower castes.	Age. From 5 to 7.	From 7 to 10.	From 10 to 15.	Upwards.	Distance of the nearest aided or other School from the Patshala.	No. of pupils likely to attend the Patshala upon the appointment of the certificated Teacher.	Remarks.
49	Merajpere, ...	Moheshpore, ...											There is no Patshala now existing.
50	Koripore, ...	Ditto, ...	500	0	0	20	7	8	5	0	1 mile	40	
51	Damurhoodah, ...	Damurhoodah, ...	800	0	0	25	10	10	5	0	2 miles	40	
52	Ragunathpore, ...	Doulutgunj, ...											There is no Patshala now existing.
53	Baheergachy, ...	Kotoally, ...	175	13	9	5	8	10	9	0	4 miles	33	
54	Moddoci, ...	Ditto, ...	50	2	8	2	1	3	8	0	3 miles	20	
55	Santipore, ...	Santipore, ...	5000	13	5	4	10	7	5	0	Adjacent	50	
56	Rajapore, ...	Nakasiparah, ...	225	4	14	3	6	8	7	0	3 miles	30	
57	Oottey, ...	Doulutgunj, ...	500	2	6	12	5	7	8	0	4 miles	40	
58	Banghut, ...	Ditto, ...	300	10	5	25	20	12	8	0	10 miles	50	
59	Balooka, ...	Kotoally, ...	1500	8	7	7	14	3	5	0	1 mile	30	
60	Bistopore, ...	Ditto, ...	85	6	4	4	2	8	4	0	2 miles	25	
61	Daraipore, ...	Meherpore, ...	500	1	2	17	10	5	5	0	6 miles	40	
62	Jalalkhali, ...	Kotoally, ...	150	1	6	3	4	6	1	0	4 miles	25	
63	Oolah, ...	Ranaghat, ...	3000	4	16	0	4	8	8	0	2 miles	50	
64	Soojinpore, ...	Kotoally, ...	100	4	4	4	2	5	0	0	6 miles	25	
65	Shamnagar, ...	Meherpore, ...	350	3	2	40	20	15	10	0	10 miles	80	

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66	Dumdumpore,	...	Hurnairampore,	...	400	3	12	13	10	10	8	0	Adjacent	40	
67	Sonvogunj, &c.,	...	Kotoally,	..	300	0	0	20	4	3	13	0	1 mile	50	
68	Malarhud,	...	Hurnarampore,	...	300	50	4	6	5	5	5	0	8 miles	30	
69	Bundobeel,	...	Hardee,	..	100	2	9	14	4	15	6	0	6 miles	60	
70	Baroolhuda,	...	Kotoally,	..	83	6	2	16	11	13	0	0	1 mile	40	
71	Furreedpore,	...	Ramaghat,	..	115	7	8	0	5	5	5	0	2 miles	20	
72	Duttopool,	...	Ditto,	...	400	9	25	25	27	18	14	0	8 miles	80	
73	Arparah,	...	Santipore,	...	300								3 miles	30	There is no Patshala now existing. Two places are vacant now which are shortly to be filled up.
74															
75															

Return of Villages from which nominees have been taken by the Deputy Inspector of Schools, Jessore, for the year ending 30th April, 1863.

Numbers.	Villages.	Thanahs.	Number of inhabitants of the Villages	Pupils now in the Patshala. Caste. Brahmins.	Other good castes.	Lower castes	Age. From 5 to 7.	From 7 to 10	From 10 to 15	Upwards.	Distance of the nearest aided or other Schools from the Patshala	No of pupils likely to attend the Patshala on the appointment of the certificated Teacher.	Remarks.
1	Katechandpore,	Katechandpore,	150	0	20	10	15	10	5		1 mile	35	
2	Jhoomjhoompore,	Kotowalli,	100	1	15	9	9	16	0	0	3 miles	30	
3	Hamidpore,	Ditto,	150	0	6	19	7	10	8	0	4 miles	35 or so	
4	Bagchur,	Ditto,	250	7	15	8	7	16	7	0	2 miles	40	
5	Khirkey,	Ditto,	100	4	17	4	14	7	6	0	1 mile	40	
6	Taragunj, Vernacular & its vacancy,	Bagarpore,	700								8 miles	100	There is no Patshala at present.
7	Dorsy Hat	Ditto,	250	4	14	12	12	11	7	0	10 miles	50	
8	Puneah Sreerampore,	Sulkea,	150								14 miles	50	There is no Patshala at present.
9	Narikale Bariah,	Ditto,	500	2	45	7	11	27	17	0	14 miles	70	
10	Hazarbatti,	Ditto,	200	14	10	15	10	18	11	0	16 miles	47	
11	Lawganny,	Sajhiali,	150	2	18	8	10	15	3	0	8 miles	50	
12	Sarsunna,	Sulkea,	700	8	12	7	3	5	19	0	13 miles	47	
13	Singahurgara,	Ditto,	300								16 miles	50	There is no Patshala
15	Kasseepore,	Lahagurra,	80	18	12	0	10	12	8		3 miles	40	
15	Lohagurra,	Ditto,	200	8	31	1	8	12	20	0	4 miles	50	
16	Ektarpore,	Kotechandpore,	300	6	6	10	10	12			7 miles	50	

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17	Sunkerpore, ...	Lohagurrah, ...	250								6 miles	50	At present there is no Patshala.
18	Aoorah, ...	Ditto, ...	250	5	15	6	8	10	7	0	2 miles	50	
19	Shiddhipasha, ...	Ditto, ...	2000	6	14	5	6	8	11	0	6 miles	50	
20	Chundony Mehal, ...	Noyabad, ...	200	16	12	2	12	8	10	0	2 miles	50	
21	Shoobnarah, ...	Naural, ...	100	7	23	11	16	10	23	0	1 mile	50	
22	Damoodar, ...	Nyabad, ...	200	4	29	7	9	21	10	0	2 miles	70	
23	Alkah, ...	Ditto, ...	150	1	16	2	7	12	0	0	2 miles	40	
24	Sunderpore, ...	Kotichandpore, ..	200	0	0	20	5	10	5	0	2 miles	40	
25	Dukhinbasory, ...	Shingah, ..	100	3	17	5	6	11	8	0	16 miles	35	
26	Chougasha, ...	Sajhiali, ...	400	1	7	26	6	8	18	2	5 miles	40	
27	Bosoondia, ...	Shingah, ..	300								15 miles	50	There is no Patshala.
28	Sadhatti, ..	Jenedah, ...	100	12	12	2	4	8	12	2	3 miles	50	
29	Putingally & Pakrea,	Kotowali, ...	150								12 miles	40	There is no Patshala.
30	Vakooteah, ..	Ditto, ...	300	2	13	21	15	17	4	0	3 miles	45	
31	Chooramunkali, ..	Sachiali, ...	50	6	11	9	10	8	8	0	6 miles	40	
32	Bolah, Mamarakatty,	Kotowali, ...	250								4 miles	50	There is no Patshala.
33	N. Nunkoorpore, ..	Ditto, ..	250	0	12	13	10	7	8	[illegible]	3 miles	40	
34	Soojohpore, ...	Ditto, ...	100								[illegible] miles	40	At present no Patshala is here.
35	Bojrahpore, ..	Kotechandpore, ...	400	4	16	10	10	5	15	0	3 miles	50	
36	Amdahbag and Mohadebpore, ..	Shajihali, ...	150								6 miles	30	At present there is no Patshala.
37	Hazirali, ...	Hazirali, ..	250	0	12	12	6	6	12	0	12 miles	30	
38	Satbariah, ...	Trimohony, ...	300	6	17	18	18	17	6	0	20 miles	60	
39	Moolgram, ...	Kassubpore, ...	400	0	24	13	10	22	5	0	16 miles	50	
40	Bidd[illegible]ndkati, ...	Ditto, ...	65	3	21	[illegible]	19	3	3	0	18 miles	30	
41	Taljar, ...	Jemindah, ...	100	9	6	17	5	8	7	3	7 miles	40	
42	Madhukool, ..	Kessubpore, ...	375	4	24	2	16	8	6	0	21 miles	50	
43	Sreerampore, ...	Sajiali, ...	175	1	15	9	9	9	7	0	3 miles	50	
44	Saldah, ..	Ditto, ...	150	2	8	16	6	13	3	0	2 miles	35	
45	Hurialipore, ..	Kessubpore, ...	250	11	20	[illegible]	10	13	15	0	16 miles	70	
46	Mohunpore, Bejoypore & Tajpore, ..	Singah, ...	300	0	20	[illegible]	20	12	3	0	10 miles	70	
47	Mandolgati, ..	Kotowali, ...	250	1	9	6	4	14	0	0	30 miles	40	

Return of Villages from which nominees have been taken by the Deputy Inspector of Schools, Jessore, for the year ending 30th April, 1863.—(Continued).

Numbers.	Villages.	Thanahs.	No. of inhabitants of the Village.	Pupils now in the Patshalas.							Distance of the nearest aided or other School from the Patshala.	No. of pupils likely to attend the Patshala upon the appointment of certificated Teacher.	Remarks.
				Caste.			Age.						
				Brahmins.	Other good castes.	Lower castes.	From 5 to 7.	From 7 to 10.	From 10 to 15.	Upwards.			
48	Mostoparapore, ...	Jenedah, ..	120	4	19	21	19	23	3	0	10 miles	70	
49	Tooroppore, ...	Katechandpore, ...	200	0	24	9	13	18	2	0	5 miles	40	
50	Modarbarah and Rakhalgassy, ...	Ditto, ...	150	0	20	0	5	11	4	0	7 miles	50	
51	Solmaapore & Tocrynatapore, ...	Ditto, ..	500	2	23	15	27	9	4	0	1½ miles	60	
52	Katbangah, ...	Ditto, ...	150	1	18	6	6	7	11	1	13 miles	40	
53	Metrosingha, ...	Soojoali, ...	200	4	15	6	12	8	5	0	6 miles	40	
54	Mydah, ...	Kotowali, ...	125	0	14	16	10	8	12	0	4 miles	50	
55	Chakrah, ...	Ditto, ...	300	20	7	8	10	15	7	3	2 miles	60	
56	Kurtiparah, ...	Jenedah, ...	125	3	19	20	8	20	14	0	22 miles	60	
57	Madgopali, ...	Kotowali, ...	60	0	12	20	12	11	9	0	5 miles	40	
58	Luckhycoondal, ...	Kotechandpore, ...	200	20	0	12	5	7	20	0	4 miles	40	
59	Baloohar, ...	Ditto, ...	300	1	1	20	5	10	7	0	3 miles	40	
60	Moheshurpala, ...	Noyabad, ...	100	20	15	5	15	12	13	0	2 miles	60	
61	Goalparah. ...	Ditto. ...	150	8	2	10	6	10	4	0	1 mile	30	

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62	Deeglah and Ghosegati, ...	Ditto, ...	300	6	0	24	10	10	10	0	5 miles	50
63	Khalishore, ..	Ditto, ...	100	7	9	14	10	12	8	0	1 mile	50
64	Senhatti, ..	Ditto, ...	1000	10	25	5	25	13	2	0	0 mile	60
65	Formalkhandah, ..	Ditto, ...	100	1	0	24	13	5	5	2	1 mile	40
66	Panigatti, ...	Ditto, ...	500	9	0	11	4	8	8	0	1 mile	40
67	Majargati, ...	Ditto, ...	300	5	0	15	6	9	5	0	5 miles	40
68	Moheshagoony, ...	Ditto, ...	50	8	25	6	24	15	10	0	4 miles	50
69	Nundonpore, ...	Ditto, ...	1000	6	24	13	5	28	10	0	1 mile	60
70	Norendropore, ...	Singah, ...	100	0	0	20	8	8	4	0	1 mile	40
71	Sitarampore, ...	Katowali, ...	80	0	0	20	7	7	6	0	4 miles	40
72	Bothkhanah, ...	Hazirali, ...	160	5	25	6	5	17	14	0	7 miles	100
73	Jhengargassah, ...	Ditto, ...	80	1	17	8	5	8	13	0	5 miles	80
74	Baigram, ...	Jenedah, ...	200	1	39	12	12	18	20	2		60
75	Mohabatpore and Bhuggobunagore,	Ditto, ...	200	0	22	4	17	5	2	2		60

COLLEGE REPORTS.

PRESIDENCY COLLEGE.

(FOUNDED, 1855.)

FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MR. GRAPEL, M. A.

* * * * * * * *

The high estimation in which the College has been hitherto held by the community, both European and Native, has been fully maintained. So large has been the flow of students from all parts of the country that the first year class, which had a total entry of 103 students, was of necessity divided into two Sections. The second year class, which, exclusive of out-students, numbers 87 pupils, demands also a division so soon as the staff of the College is sufficiently numerous to admit of it. At present this class is so large as to crush the energies of the Professor in the correction of written work, and to call in oral lectures for an amount of physical exertion which is most trying. A scheme has already been submitted to the Director of Public Instruction whereby the Division might at once be effected and more time devoted to the class, especially in the subjects of English Literature and Composition: it is hoped that this scheme may receive immediate sanction. The number of students on the rolls on the 30th April last was 413 against 330 on the same date of the previous year, exhibiting an increase of 62 pupils in the General, and of 21 in the Law

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Department. These are classified as to fee payments as follows :—

	Pay.	Free.	Scholar-ship-holders.*	Out Students.	Total.
General Department, ...	128	1	151	9	289
Law Department, ...	122	0	0	2	124
Total, ...	250	1	151	11	413

The annexed statement of the number of students on the rolls on the 30th April during the last four years proves the steady growth of the College from year to year. It further proves that an instructive staff which was sufficient in 1855 when the College was established, and the number of students was 123, is utterly insufficient to meet the requirements of an Institution whose numbers swelling year by year, have, inclusive of the Law Department, reached a present total of 413 with a certainty of yet greater growth hereafter. The instructive staff, so far as English and History are concerned, remains unchanged, while the number of pupils is now more than three times and will probably next year be four times as large as what originally it was.

The fees collected during the year amount to 25,401 Rupees against Rupees 16,958 of last year. This large increase in the receipts of the College is mainly due to the very large increase in the number of students; but in great measure also to the abolition of the privilege of free studentship which was formerly enjoyed by all scholarship-holders, and that in addition to their stipends. This abolition came into operation in the Session under review.

* Senior Scholars pay the full fee of Rs. 10 per mensem—Junior Scholars pay a reduced fee of Rs. 5 per mensem.

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To ascertain which of the Junior Scholars were entitled to retain, and which should be declared to have forfeited their scholarships, the first year class was examined in its several branches of study by the Professors of the College; it is satisfactory to state that the students generally acquitted themselves with credit. Besides this test of yearly examination, there has been instituted a monthly register of the progress and conduct of these scholarship-holders, and in reference to this register their stipends have been drawn. The salutary effects of such a record are obvious, it serves as an immediate check on idleness and inattention, and induces an emulation the results of which have been very sensibly felt in the yearly Examination. It may be remarked that under these several tests there has been no single case of forfeited or suspended stipends.

Fourteen students of the third year class and 53 boys of the second year class, in all 67 students, went up to the First Examination in Arts held in January last. Of these 8 passed in the first and 22 in the second division. With reference to the result of this Examination, the undermentioned students were declared entitled to and were rewarded with Senior Scholarships.

1st Grade Scholarships.

1. Rausbehari Ghose.
2. Kessubnath Beshee.
3. Omakanth Chatterjee.
4. Chundernath Bose.
5. Gobind Chunder Ghose.
6. Chunder Coomar Dass.

2nd Grade Scholarships.

1. Beni Madhub Dey.
2. Nibarun Chunder Mookerjee.
3. Shama Churn Chuckerbutty.

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In March last, His Highness the Maharajah of Jyepoor, inspected the College and in "token of the pleasure and satisfaction" he experienced from such inspection, he has most liberally given 1,080 Rupees for the purpose of founding for three years a "Jyepoor Scholarship" of the monthly value of 30 Rupees to be awarded to the most promising student in the third year class of the College for whom no scholarship was available. According to the result of the last Examination, two students viz. Charan Chunder Dutt and Rajmohun Bose were found equally entitled to the enlightened gift of the Maharajah. An after examination in the College held by several of the Professors proved that Charan Chunder Dutt was the superior, and to him therefore was awarded the scholarship in question for two academic years, at the end of which time the scholarship will for the final year be allotted to such Bachelor of Arts as purposes to study for the Degree of Master of Arts, and does not obtain one of the foundation scholarships of the College.

It is worthy of note that the result of this Examination as declared by the University Examiners, is highly satisfactory as compared with that of last year. Out of 77 students who went up in the previous year three obtained the First Grade Scholarship of 32 Rupees a month and 7 the Second Grade Scholarship of 27 Rupees a month, but in the present year out of 67 candidates 6 gained the First Grade Scholarship and three the Second Grade Scholarship, in addition to the two qualified students for whom no scholarship was available, and to one of whom the "Jyepoor Scholarship" has been awarded.

No Examination of the third year class was held or needed this session. The fourth year class, however, went up for the B. A. Degree Examination. The students had a great difficulty to contend with in the fact that no provision could be made for instruction in the branch of Animal Physiology until the

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immediate approach of the Examination, when in November Dr. Partridge delivered a course of twenty-five lectures. This subject will hereafter be treated in more systematic style by Mr. Blanford who has been appointed for this duty. Twenty-nine candidates went up for the Examination in question; of these 22 were passed; 7 being placed in the First and 15 in the Second Division. Last year one only was placed in the First Division and 19 in the Second.

The disparity of last year has thus in great measure been removed, and it is hoped that in the coming year the proportion passed in the First Division may be still larger. It is also to be remarked that as yet the Presidency College is the only Educational establishment whose students have succeeded in obtaining a place in the First Division. The causes which last year were stated to have acted prejudicially with reference to the B. A. Examination no longer operate, and if by the suggested division of the 2nd year class, students come up to the final classes with a thorough knowledge of English, it is certain that the results in future years will be still more assuring. Subjoined are the names of the Graduates.

1st Division.

1. Troyluckhonath Mitter.
2. Omernath Bose.
3. Omritolal Paul.
4. Obenash Chunder Ghose.
5. Nobinkishen Mookerjee.
6. Gooroo Persad Sen.
7. Grish Chunder Chowdry.

2nd Division.

1. Nursing Chunder Mitter.
2. Onup Cram Ghose.
3. Debenderlal Bose.
4. Duckhena Persad Bose.

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5. Sosheebhooshun Mookerjee.
6. Boikantnath Sen.
7. Cally Persanno Mookerjee.
8. Coylas Chunder Mookerjee.
9. Bhobani Churn Dutt.
10. Pearylal Goho.
11. Nuffer Chunder Bhatta.
12. Ram Chunder Gangooly.
13. Tarabilash Mitter.
14. Sreekanth Mulic.
15. Romesh Chunder Bose.

The results of the M. A. Examination have been yet more gratifying, and have served to prove the benefits which have accrued from the more systematic plan of study, and from the judicious distribution of scholarships to those Bachelors who wished to proceed to the higher degree. Seven graduates of this College went up for the degree—four being scholarship-holders and three independent students.

Of the candidates three elected to be examined in Mathematics and Natural Philosophy, two in History, and two in Mental and Moral Science and Jurisprudence. Of these seven no less than six passed; while the seventh was declared to have acquitted himself with credit. The Presidency College therefore has not alone the proud distinction of having trained students who have passed in the First Division for the degree of B. A.; it is the only Institution in affiliation to the Calcutta University, and it is the first in all India, whose alumni have gained the distinction of the M. A. Degree.

The names of the successful candidates are as follows:—

1.	Prosunno Coomar Bose,	Independent,	History.
2.	Juggeshur Mookerjee,	Dwarkanath scholar,	Ditto.
3.	Nobinkissen Mookerjee,	Independent,	Mathematics.

4.	Opendernath Mitter,	Burdwan scholar,	Mental and Moral Philosophy.
5.	Romanath Nundy,	Bird scholar,	Mathematics.
6.	Biresor Mitter,	Independent,	Ditto.

During the present Session has been organized a scheme of study akin to that which has thus proved so satisfactory in results. The scholarships also of last year have been re-distributed, the undermentioned graduates of 1862 being now holders of them.

1.	Burdwan scholar,	Troylockhonath Mitter.
2.	Dwarkanath Tagore, ditto,	Omernath Bose.
3.	Bird, ditto,	Omertolall Paul.
4.	Ryan, ditto,	Obenash Chunder Ghose.
5.	Hindu College, ditto	Nobinkissen Mookerjee.
6.	Ditto, ditto,	Gooroo Persad Sen.
7.	Ditto, ditto,	Grish Chunder Chowdry.

Fifteen students of the Law class went up to the B. L. Examination, and twelve of the same class for the L. L. Examination. None passed in the 1st division of the B. L. Examination, but nine passed in the 2nd division and two were placed in the 2nd division of the L. L. Examination; while in the L. L. Examination two passed in the 1st Division and seven in the 2nd.

The names of the successful candidates are stated below.

B. L. Examination.

SECOND DIVISION.

In order of merit.

1. Brejender Coomar Seal.
2. Mohenderlall Seal.
3. Aughorenath Ghose.
4. Kedarnath Muzoomdar.
5. Kishnmohun Mookerjee.
6. Bhorrut Chunder Banerjee.
7. Tara Prosono Doss.

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8. Issur Chunder Chuckerbutty.
9. Ombica Churn Bose.

L. L. Examination.

In order of merit.

First Division.

1. Toolseedoss Seal.
2. Otool Chunder Mookerjee.

Second Division.

In order of merit.

1. Romanath Seal.
2. Mottylall Banerjee.
3. Doorgadoss Dutt.
4. Bama Churn Banerjee.
5. Mohes Chunder Bose.
6. Bhoobun Chunder Banerjee.
7. Shib Chunder Mozumdar.
8. Omesh Chunder Banerjee.
9. Nilmadhub Bose.

The library is in good condition and has received very considerable additions. The grant for purchase of books has been increased by one hundred rupees, and with such additional aid, it may be hoped that the library may at last become worthy of the institution, and rich enough to meet the requirements of Professors and students in the several departments. The collection of law books, which was very meagre, has received several important additions, and besides its share in the general grant, there has been allotted to it a balance of Rs. 163 which remained unexpended from the grant which was years since made by Government for the formation of a class of music in the late Hindoo College.

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Much stress should in conclusion be laid on the extreme inconvenience of the present College buildings. In the main

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building are the library, a class-room and Principal's room; in a house on the other side of the street four classes find accommodation; in the detached theatre the unwieldy second year class is placed. From the western wing of the main building the pupils of the Hindoo school have been driven, until now the whole wing (with exception of one single room) is monopolized by the College. Professors are put to much inconvenience from having to go from house to house in quest of their respective classes; but the Hindoo school, itself a largely growing institution, is crowded into a space about a third less than what of right belongs to it. At present in spite of its divisions the College classes are inconveniently crowded; while those in the school are so densely packed as to be prejudicial both to health and study. Next year, both College and school will have great accessions to their numbers, and it may be a question whether the attempt to find room for students and pupils which is now a bitter inconvenience, may not then become an utter impossibility.

HINDU SCHOOL.—In this session several changes have been made in the Instructive staff.

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There has been a very material increase in the number of pupils, the number on the rolls being now 426 against 341 of the previous year, shewing an increase of eighty-five boys.

Of twenty-nine boys in the first class all save one went up for the Entrance Examination of the University. Of these, fourteen passed, seven in the first and seven in the second division. The other classes were examined in the ordinary manner, and on the whole with satisfactory results.

The income throughout the year has been Rs. 20,043, and the expenditure Rs. 17,701-6-6, which leaves in favour of the school a clear surplus of Rs. 2,341-9-6. This surplus exceeds that of the previous session by no less than Rs. 1,355-8-2.

Presidency College, Mr. Grapel.

Much inconvenience is experienced from the crowded state of the class-rooms; year by year the classes have grown, and this year the space which they require has been curtailed. The College has gradually encroached upon the school, until the latter is driven from the western and banished to the eastern wing of the main building. The Head Master of the school indeed still keeps a footing in the western wing; but even he is confined to a small room which he uses as an office. When the proposed new Presidency College shall have been completed, the school will find verge and room enough in the wings of the present building. But until such completion the present inconvenience will grow with the school's growth. And if the College, as is likely, increases in like ratio, that which is now a difficulty will become an impossibility.

There are at present on the rolls forty-five free scholars from Aided schools of whom ten are stipend-holders. The Head Master states that the attendance and progress of these boys has not been such as to shew any keen appreciation of the boon conferred on them. He adds, however, that much of their seeming inattention may be attributed to sheer exhaustion. All live out of Calcutta; all are poor; few can afford a conveyance; and many walk from twelve to sixteen miles a day.

The disparity of age in some of the classes is great and on many grounds objectionable. The old rule was that no boy over sixteen could be admitted without the express sanction of the Council of Education and upon "due cause being shewn for the granting of the indulgence." This rule has been for some time overlooked. It might with advantage be revived, the Director of Public Instruction granting the special privilege which was before in the power of the Council.

Colootolah Branch school.—In this school there has been a decrease in numbers. On the 30th April last, 440 were on the rolls against 462 on the same day in the previous year. The average total during the session under review was 436.4

and average attendance 369.3. Pupils of all circles are admissible, but at present all the pupils save two are Hindus.

Thirty-nine of the pupils are either free-students or stipend-holders from Aided vernacular and Anglo vernacular schools. All other pupils pay a schooling fee at the uniform rate of 4 Rupees a month.

The sum total of fees collected from all sources amounted during the year to Rupees 19,408 and the total disbursement to Rupees 18,275-5-9 leaving a clear annual surplus in favour of the school of Rupees 1,132-10-3.

Fifty-two boys from the first class were candidates in the Entrance Examination of the University. Of these thirty-five passed; 18 in the first and 17 in the second division. Of the successful candidates 14 obtained junior scholarships, being all that were available. The examination of the other classes was conducted as usual by the Professors of the Presidency College and by the Head Master of the school; the general results are said to have been satisfactory.

The present building is utterly unfitted for the requirements of the school. From the want of space the boys are crowded together in a manner which must be most prejudicial to health; and from want of any possible means whereby the several classes can be divided the din and confusion are insufferable. Unless a more commodious building be soon provided, or until some fitting enlargement be made of the one which now exists, it is to be feared that there will be a rapid decrease in the number of entries. If a new or an enlarged building were provided, the entries would soon return to the standard of former years, and the cost be soon defrayed from increased fees. It is certain that the school continues to hold a very high place in the estimation of the Hindu community; but in the present state of sanitary knowledge, parents will not send children to a school where health is prejudiced and where study is possible only under very serious difficulties.

Statement showing the number of Students in the Presidency College during the last 4 years.

	NUMBER OF STUDENTS.															
	1860.				1861.				1862.				1863.			
	Regular Students.	Privileged out-Students.	Out-students.	Total.	Regular Students.	Privileged out-Students.	Out-Students.	Total.	Regular Students.	Privileged out-Students.	Out-Students.	Total.	Regular Students.	Privileged out-Students.	Out-Students.	Total.
General Department.																
First year,	63	0	3	66	76	0	8	84	75	0	4	79	103	0	1	104
Second ditto,	52	0	3	55	43	0	0	43	62	0	0	62	87	0	8	95
Third ditto,	27	0	2	29	51	0	6	57	51	0	0	51	46	0	0	46
Fourth ditto,	23	0	0	23	23	0	2	25	35	0	0	35	44	0	0	44
Total,	165	0	8	173	193	0	16	209	223	0	4	227	280	0	9	289
Law Department.																
First year,	10	18	0	28	3	38	2	43	4	35	7	46	32	0	1	33
Second ditto,	26	19	1	46	9	4	0	13	6	32	0	38	36	0	0	36
Third ditto,	6	8	0	14	5	9	1	15	4	14	1	19	54	0	1	55
Total,	42	45	1	88	17	51	3	71	14	81	8	103	122	0	2	124
Grand Total,	207	45	9	261	210	51	19	280	237	81	12	330	402	0	11	413

COLLEGE OF MAHOMED MOHSIN, HOOGHLY.

(FOUNDED 1836.)

FROM THE REPORT OF THE PRINCIPAL, MR. R. THWAYTES, B. A.

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NUMBER OF PUPILS AND TUITION FEES.—The number on the rolls at the end of April 1862, was 66—63 Hindus and 3 Mahomedans; at the present time, there are 65—63 Hindus and 2 Mahomedans. The amount of fees collected at the end of the session under review was Rs. 2,452, whereas in the preceding session it was Rs. 1,381, shewing an increase of Rs. 1,071. This increase is attributable in a great measure to the operation of the new scholarship rules, which came into force towards the end of session 1861-62.

ATTENDANCE.—Much sickness having prevailed in this district, the attendance throughout the year, in the rains especially, was unusually irregular. Three promising scholarship-holders of the 2nd year class, Tofuzzul Hossein, Chunderkant Mitter, and Hurrydoss Chatterjee fell victims to the epidemic fever which has been raging with such virulence in Hooghly and the surrounding villages, the health of several other students being so much impaired from the same cause, as to interfere seriously with the prosecution of their studies.

FIRST EXAMINATION IN ARTS.—Thirty-one pupils went into this Examination of whom eleven passed in the second grade, and those named in the margin* obtained Senior Scholarships.

* 1. Keshubchunder Roy.
2. Juggessur Chunder.
3. Romaprosad Singh.

Hooghly College, Mr. R. Thwaytes.

FIRST YEAR STUDENTS, No. 22.—The examination of this class was conducted by the officers of the College, and the students mentioned in the margin,* were recommended for the retention of their stipends. The general results of the examination cannot be considered quite satisfactory when compared with that of the previous session; but taking into account the disadvantages arising from extraordinary sickness, and an insufficient staff of Masters, it must be allowed that the lads did on the whole acquit themselves fairly.

* 1. Siddessur Bose.
2. Burroda Prosuno Shome.
3. Obinashchunder Chatterjee.
4. Shibopuddo Chowdhry.
5. Shumbhuchunder Dey.
6. Shibchunder Paul.
7. Rakhalchunder Bose.
8. Doorgachurn Chatterjee.
9. Baney Madhub Singh.
10. Opendrochunder Mookerjee.
11. Chundersekhur Doss.
12. Chundercoomar Mookerjee.
13. Hurrogovind Mookerjee.

In my last report I brought to your notice the incompleteness of our staff, and I am sorry that in this respect no improvement can be recorded here. The evil effects which must ensue from this cause it is unnecessary to point out, nor need I dwell on the hardships and discouragements to which it subjects both Masters and pupils. However, it is gratifying to observe that the students, notwithstanding their disadvantages, acquitted themselves so creditably in the First Arts Examination.

LIBRARY.—The library is in excellent condition. During the past year it received an addition of 269 volumes of useful and valuable works, the total number of volumes now on the shelves being 5,328.

The following is a statistical statement of the circulation of books throughout the session.

Among	Officers of the College,	414
„	Students,	552
„	Gentlemen unconnected with the College,	188
„	Teachers of the Hooghly Branch School,	10

This does not include the books daily taken out and returned by teachers and students, of which no lasting record is kept.

College building.—It is now more than four years since the building underwent thorough repairs, consequently it is not in the very best order, and petty repairs are continually going on. Some of the beams are decayed and call for immediate attention. This, however, cannot be given, and their renewal has been postponed till the hot weather vacation, because the workmen engaged by the Public Works Department, cannot or will not work at any other hours than those during which the College is open.

ARABIC DEPARTMENT.

Number of pupils.—On the 30th April, 1862, there were twenty pupils on the rolls, on the same date in 1863 twenty-one, of whom six are scholarship-holders, two free, and thirteen pay students.

Scholarship examinations.—The nine pupils forming the second class were candidates for senior, and eleven of the third class for junior scholarships. All these candidates were present at the examination held on the 16th February, except a senior candidate, Mahomed Shaheroollah, and a junior candidate, Imdad Ali, both of whom were absent on account of sickness.

The examinations were conducted under my immediate superintendence, the Visitor and Director of the Mudressa being examiner. The following are the names of the pupils recommended for scholarships.

Senior.

1. Mahomed Azeezoollah.
2. Qudruteollah.
3. Mahomed Ameenoollah.
4. Iradutoollah.

Hooghly College, Mr. R. Thwaytes.

5. Woozeer Ali.
6. Mahomed Nadir.
7. Abdoor Rahman.

Junior.

1. Mahomed Fuzloollah.
2. Mooheeooddeen.
3. Tussudduq Hossein.
4. Abdool Azeez.
5. Gholam Quadir.
6. Talibоollah.

FOURTH CLASS.—This class consists of two pupils, who were examined by Moulvi Mahomed Mustaqim, 2nd Moulvi of this Mudressa. Both the students, viz., Gholam Ibrahim and Mufizoor Rahman, are recommended for prizes.

It is unnecessary to comment on these results, seeing that out of eighteen candidates for scholarships, thirteen competed successfully, and the two who did not aspire to such honours have both been recommended for prizes.

LIBRARY.—There are 3,378 volumes on the shelves, and the books generally are in a good state; during the session 65 volumes were circulated among the Moulvis and students.

COLLEGIATE SCHOOL.

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NUMBER OF PUPILS AND TUITION FEES.—At the close of session 1862, there were 372 pupils on the rolls, 4 Christians, 37 Mahomedans and 331 Hindus, whereas at the present time, the numbers stand thus, 5 Christians, 30 Mahomedans and 305 Hindus, making in all 340, and shewing a decrease of 32, this is attributable mainly to the great and unusual sickness with which the district has been afflicted during the year. It also appears that thirty-nine pupils of the Entrance Class after the University Examination were transferred to the College or other

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institutions. The total amount of tuition fees collected amounted to Rs. 10,309-8 shewing a decrease of Rs. 660 compared with the collections of the previous session. In the aggregate fees of the College and school, however, there is an excess of Rs. 415 this year.

ATTENDANCE.—The remarks made on the attendance of the College classes apply here.

ENTRANCE EXAMINATION.—There were fifty-two candidates from this school, of these twenty-four passed, thirteen in the 1st, and eleven in the 2nd Grade; to those named in the margin,* junior scholarships were awarded.

* *1st Grade.*
1. Okhoychunder Sircar.
2. Nundlall Chatterjee.

2nd Grade.
3. Amee[illegible]li,
4. Bonomally Banerjee.
5. Debendrolall Shome.
6. Chuneelall Doss.

3rd Grade.
7. Russicklall Ghose.
8. Mohendronath Bose.
9. Kalicoomar Sein.
10. Rojoneenath Mitter.
11. Rajkristo Ghose.

ENGLISH EXAMINATIONS.—The annual examination of the junior classes was conducted by the Professor of Literature, the Senior Masters of the College and Branch school, and myself. In Literature, Mr. Graves reports that the 8th year class passed satisfactorily, but his remarks on the results of the two sections of the 7th year are very unfavourable, he states that the lads in this class could not spell correctly simple words which must have occurred in their daily exercises. Mr. Good who examined the same classes in History and Geography has awarded fair marks without making any comments. In Mathematics I found abundant evidence of careless teaching, and the results of the two classes (7th and 8th) were generally unsatisfactory. The 6th year class consisting of three sections was examined in Literature with fair results, and in History and Geography also the lads did tolerably well, but in Euclid, Section A. failed, though the other two Sections were successful.

Hooghly College, Mr. R. Thwaytes.

The remarks of the examiners shew that the remaining five classes of the school acquitted themselves creditably.

BENGALI EXAMINATION.—The results of this examination, as reported by the Pundits, are generally favourable.

PERSIAN EXAMINATION.—From the reports of the Moulvis it may be inferred that this was a very satisfactory examination.

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In concluding this report I beg to direct your attention to the very unfavourable circumstances under which the lads of the school have prosecuted their studies during the session, owing to the want of regular and systematic teaching which has arisen chiefly from the frequent changes that have taken place among the Senior Masters. Sickness too, has worked strongly against Masters and pupils alike, so much so that great difficulty has often been experienced in carrying on the work, from the absence of two and three Masters at a time.

Unless something be done towards filling up the gaps in the instructive staff, the next report will, I fear, be still more unsatisfactory. At present there are wanting a Head Master in the English and a Head Moulvi in the Arabic Department, while the Anglo-Persian Department is, as you are aware, struggling on with incompetent Masters.

BRANCH SCHOOL.

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NUMBER OF PUPILS AND TUITION FEES.—On the 30th April, 1862, there were 219 pupils on the rolls, 3 Mahomedans and 216 Hindus, whereas at the present time there were 207; 5 Mahomedans and 202 Hindus. The tuition fees amount to Rs. 4,588, shewing an increase of Rs. 130 when compared with the collections of last year.

LIBRARY.—The library received an addition of 84 volumes of useful works during the past session, the total number of vo-

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lumes at present on the shelves is 649; 65 volumes were circulated among the Masters and pupils throughout the year. The books are generally in a good state.

SCHOOL BUILDING.—The building is in tolerable order, some petty repairs are, however, necessary.

ENTRANCE EXAMINATION.—Seventeen lads went in to this examination, seven were successful, four in the 1st and three in the 2nd division. Those named in the margin* obtained scholarships.

* *2nd Grade.*
1. Siddessur Banerjee.
2. Nuffurchunder Chatterjee.
3rd Grade.
3. Kartickchunder Paul.

ANNUAL EXAMINATION.—This examination was conducted by the Senior Officers of the College and Branch school. The remarks of the examiners are generally satisfactory with the exception of those on the 7th year class, the lads of that class failed in Literature, and in Mathematics they did no better than the corresponding class of the Collegiate school.

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Dacca College, Mr. W. Brennand.

DACCA COLLEGE.

(FOUNDED 1841.)

FROM THE REPORT OF THE PRINCIPAL, MR. W. BRENNAND.

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The great increase to the number of students in the College classes during the year 1862, made it necessary to apply for an increase to the College staff. At the beginning of the present year the sanction of Government was obtained to a proposal submitted by the Director of Public Instruction for this purpose, and two Professorships and an Assistant Professorship were attached to the General Department of the College. A Law Department was also instituted by the sanction of a Law Professorship.

One of the new Professorships has been filled by the promotion of Mr. Bellett, M. A., the Head Master, and the other by the appointment of Mr. Lobb, M. A., of the Presidency College. Baboo Shomenath Mookerjee of the Sanscrit College has also been appointed to the situation of Assistant Professor of the vernacular.

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The admissions to the College since the beginning of the session have not been quite so numerous as the withdrawals. The diminution since the end of the last official year amounts to about ten. The total number now in the College is 128.

The decrease was caused by the greater severity of the University Examinations of the last year than of the preceding year. An apparent general failure was noticed at the examinations held in December last of all the schools of Eastern Ben-

gal. The number of candidates for Entrance at the last examinations held at Dacca was 129; only 54 succeeded in passing. In December 1861, out of 176 candidates the number that passed was 90. I do not think that this difference is any indication of a real falling off, it must be considered as evidence of the great inequality in the results that are arrived at by different examiners.

That only nine of the candidates at the First Examination in Arts at Dacca succeeded in passing, may, in a great measure, be accounted for in the same way.

The amount of schooling fees and fines collected during the year ending 30th April, 1863, was Rs. 9,889-8; the corresponding amount for the preceding year was Rs. 7,416-7. The increase has been produced by the higher rates of fees that are now charged in the College Department.

On account of the great amount of sickness in Dacca and the neighbourhood, the attendance during the year has been very far from satisfactory. In the months of March and April of the present year, the prevalence of cholera occasioned great irregularity in all the classes. In March the death of one of the College students caused a panic to be spread among the others, many of them fled to their homes, and some time elapsed before their fears had subsided enough to permit them to return.

[redacted] other causes producing irregularity could not well be

Dacca College, Mr. W. Brennand.

sought in such means as will have a tendency to lessen the evil. One remedy might be suggested which would give students fewer opportunities of going to their homes namely, that there should be only two long vacations in the year instead of three as at present.

The following is a statement of the schools from which students have joined the College.

Name of school.	Dacca Collegiate School.	Dacca Pogose School.	Dacca Banglabazar School.	Mymensingh School.	Barisal School.	Commillah School.	Chittagong School.	Noakhali School.	Furreedpore School.	Coomerkhali School.	Nurael School.	Beauleah School.	Sylhet Mission School.	Tegoria Aided School.	Kalipara Aided School.
Number.	51	17	10	10	12	5	3	1	3	1	1	1	1	3	3

The increase to our classes has been attended by an inconvenience that may not have been experienced in the same degree in any of the other Colleges. It has arisen from the difficulty of procuring a sufficient supply of text-books. The University has obviated this inconvenience in the English and of the Arabi subjects, by publishing, two years in ad- Professor

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The admissions to the College since the beginning of the session have not been quite so numerous as the withdrawals. The diminution since the end of the last official year amounts to about ten. The total number now in the College is 128.

The decrease was caused by the greater severity of the University Examinations of the last year than of the preceding year. An apparent general failure was noticed at the examinations held in December last of all the schools of Eastern Ben-

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cutta the case is entirely different. In 1862 the first year class in the Dacca College, contained upwards of 80 students. The class-book that had been selected in History, was Keightley's History of England; it had been the text-book for several years, and had been retained because a sufficient supply was supposed to be always on hand with the booksellers. The College Book Agent was instructed to procure a supply of these books; he applied to nearly all the booksellers in Calcutta, but was unable to obtain more than about 40 copies, or about one half of the number required. On further inquiry it was found that there was no other suitable work to be had in sufficient numbers, but that about 40 copies of "The Student's Hume" might be procured. It became necessary therefore to form the class into two sections to correspond with the books. Nor is there much greater choice to the teacher in selecting the text-books in Mathematics. Euclid is happily a permanent class book, and no difficulty has ever been experienced in the teaching of Geometry. But in Algebra, Trigonometry and Mechanics the same inconvenience is felt, from the impossibility of procuring one text-book in sufficient numbers to supply all the students of the same class. It is desirable that some one book in history should be named as the text selected by the

sity, and that the booksellers should be encouraged to [illegible] always on hand by assuring them that no change There have been [illegible] finite period. In the dance over which, as over sickness, little or [illegible] selected to be exercised. For a month or more from the opening after a vacation, all kinds of reasons are assigned as excuses for want of punctuality; many of the students come from great distances, and the difficulty of travelling in Eastern Bengal makes the journey a serious undertaking. The natural tendency also of students to procrastinate combines with the other causes to increase the delay. General rules are not usually applicable to such cases, and the remedy must be

Dacca College, Mr. W. Brennand.

beams are being changed, and the floors in the lower verandahs are being renewed.

Many additions have been made to the Library during the year, and a duftry has been constantly employed in rebinding such books as had become multilated and worn with use.

Examinations.—The first and third year classes were examined by the officers of the College. All the students of the third year class were considered to have made creditable progress, and the three scholarship-holders were recommended for the retention of their scholarships.

Of the first year students 28 holders of junior scholarships were considered to have made the progress necessary for the retention of their scholarships; three who had made little or no progress in their studies, and two others who were absent during the days fixed for the examinations, were deemed to have forfeited. Two junior scholarships have also lapsed during the past two months through the death of the holders.

Collegiate School.—When last reported on, the school had 211 names on the rolls, this number has been increased during the year to 229.

The First Class—consisted of 27 boys, of these 22 were candidates at the Entrance Examination in December last, 2 succeeded in passing in the First Grade and 10 in the Second, and scholarships were awarded to 3 of them. [illegible]vance separate

Second Class.—Mr. Bellett, the Hea[illegible] examination for each class in Literature, he says "This, however, the choice of text-books has been supposed to be a matter so simple that the [illegible]ere all each Institution has been left to make the selection himself." When classes are small there may not be any difficulty in making a judicious selection, and it might in general be possible to obtain the books from the Calcutta booksellers if not more than 10 or 12 copies of each were required. But with classes of 60 or 80 students at a great distance from Cal-

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Mr. Cantopher, who examined them in Mathematics, remarks that "With a few exceptions this class passed a very creditable examination in this branch of their studies."

Baboo Koylas Chunder Ghose the 5th master says, "I examined this class in Geography by a set of written questions, embracing a general knowledge of the four quarters of the globe. The generality of the boys passed a good examination in this branch of their study, answering with more or less correctness all the questions set to them. It must, however, be remarked that the performances of many of them were not at all satisfactory as regards hand-writing and orthography."

The examiners in the Vernacular observe that they were satisfied with the progress made by the boys.

keep a supply always on hand by assuring them that no change will be made in the or sickness, little or ite period. In the same way if mathematical tex from the openin selected to be permanently used in all the affiliated institutions, the University would be capable of giving a proper direction to the course of reading and of exercising a salutary controul over the examiners.

The Donnelly prize for 1862 has been awarded to Chunder Mohun Sein for proficiency in History.

The College building is now undergoing repairs; many of the

Kishnaghur College, Mr. A. Smith, M. A.

KISHNAGHUR COLLEGE.

(FOUNDED 1846.)

FROM THE REPORT OF THE PRINCIPAL, MR. A. SMITH, M. A.

SCHOOLING FEES.—The amount collected in the shape of Schooling Fees and fines during the past year, ending the 30th. April last, is Rs. 8,135-7, of which Rs. 1,351-8 is due to the College, the remainder Rs. 6,783-15 to the School Department. In the previous year the gross collections were Rs. 7,525-9. There is therefore an increase this year of Rs. 609-14 which is partly attributable to the augmentation in the College Fee from Rs. 3 to Rs. 4 per month extending over the entire year instead of over one quarter only as in the preceding year 1861-62.

NUMBER OF STUDENTS.—It was anticipated in the last Report that the diminution in the numbers of students which had occurred in the two years preceding the one now under reveiw, and for which a very natural sufficient and [illegible] and scholarships were awarded to 3 of them.

SECOND CLASS.—Mr. Bellett, the Head master examined the class in Literature, he says "This class has improved in their Literature since last year, which I believe may be attributed to the greater care bestowed by the Master than was the case last year. Their vivâ voce examination was better than their paper work; I should therefore be glad if more attention were paid to their writing and composition. I think it only fair that it should be remembered that our session this year lasted only 8 months."

increase upon the previous one in the numbers frequenting this College. It is satisfactory also to find that the increase is principally in the College and the upper classes of the collegiate school, although the fees in them are the highest as compared with those existing in the surrounding schools. Omitting the last 2 classes, there is an increase of 15 instead of 3 in the total of the college and school classes during the past year.

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EXAMINATION.—At the First Examination in Arts the whole class of 2nd year students, numbering 19, appeared as candidates. Unfortunately one of them fell sick in the course of this Examination, but of the 18 that completed it, 11 succeeded in passing, 1 in the First Division, and 10 in the Second. This is 2 more than in the previous year.

The 3 senior scholarships of the 2nd grade allotted to this Circle were conferred upon the highest of the successful candidates whose names are given in the margin, and on one of them falling vacant, being declined by J. Blumhardt, it was bestowed upon the next in order, Kopali Prosunno Mookerjee. The 3 scholars at once proceeded to the Presidency College where they had elected their senior scholarships.

1. J. Blumhardt.
2. Uckoy Coomar Roy.
3. Shosheebhoosun Banerjea.

Kishnaghur College, Mr. A. Smith, M. A.

Mr. Smith, the Examiner in History says—"I think that the whole of the students have passed a very creditable examination. Some of them have done exceedingly well."

Mr. Heeley, who examined in Literature and Mental Philosophy, singles out for especial commendation the 3 students named in the margin. Mr. Masters bestows commendation on Kanty Bhoosun Banerjea and in a most emphatic manner upon Raj Kishto Mookerjea, whom he describes as incomparably superior to the rest.

Raj Kishto Mookerjee.
Mohindronath Bhuttercharge.
Baranoshee Roy.

The Maharajah characterises the result of his examination as "very satisfactory."

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There has been an unusual amount of sickness during the past year. In April and May cholera was rife in the native town and the alarm it inspired more than half emptied the classes. On its decline, fever made its appearance, and in a more obstinate form than for many years. It does not seem to have been of that deadly character which it has assumed in parts of this and the adjoining Zillahs to the South, but it has been more than ordinarily severe, and still continues to affect the College attendance very materially. The day is not remote when this station was justly looked upon as one of the healthiest in Bengal, but latterly owing to [illegible] ing at the cause of education generally, a not altogether to be regretted reason was assigned, would not probably in subsequent years be carried much further. The present year in its results confirms this opinion. The year 1861-62 closed with 280 pupils on the Rolls, the one that forms the subject of present remark, and ending on the 30th April 1863, with 283 pupils. Notwithstanding the rapid extension and improvement of cheap schools in this district, some of which formerly did not exist and others acted as nurseries, and simply prepared boys for admission into this Institution, the present return shews an actual though small

Reports of Colleges,

The 1st class sent in 32 candidates to the University Entrance Examination, of whom 8 were passed, 1 in the 1st Division, the rest in the 2nd, and of these, 1 gained a junior scholarship of the 2nd grade, and 3 others scholarships of the 3rd grade. The result was such as to cause surprise. Perhaps one cause of it may be found in the comparative high fee paid in the upper school classes which deters many an industrious boy from entering, and sends him for admission to a school where he may indulge the hope of gaining an entrance into the University at a cost within his means. Thus, these various schools, Zillah and others, besides attracting a fair proportion of the youthful intelligence of the district, may also draw to them a more than corresponding proportion of its industry. The bulk of the boys brought up in this school being better circumstanced, and so less stimulated by a sense of the necessity for strenuous exertion to provide for their future subsistence than the majority of those belonging to the cheaper schools lying around, may probably have been wanting in diligent and persevering efforts.

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ESTIMATION OF THE COLLEGE.—The College continues to enjoy the esteem and confidence of the public, and the day is approaching, it is hoped, when it will assume its natural proportions by an increase in its upper classes, and a fully organized body of well qualified Instructors.

Berhampore College, Mr. Hand.

BERHAMPORE COLLEGE.

(FOUNDED 1853.)

FROM THE REPORT OF THE PRINCIPAL, MR. R. HAND.

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FEES.—In accordance with the instructions of your Circular No. 1735 of the 7th of August, 1861, the Schooling Fees in the College Department, were raised on the 1st of June, from Rs. 3-8 to Rs. 4. The measure has been attended with complete success, not a single student having left in consequence.

The collections during the year, from the students of the College Department are Rs. 1,139-15, and of the school, Rs. 6,743-13, aggregating Rs. 7,883-12; which sum is Rs. 1,719-5 in excess of last year's collections, and nearly double that of the previous year, the excess being Rs. 3,669-10. The average monthly cost to Government of educating each boy during the year under report has been Rs. 39-5-9 in the College Department and Rs. 3-7-5 in the School; whereas in 1860-61 when the cost of the establishment was less by Rs. 620 a month; the education of each College student averaged Rs. 60-3-1, and of each school pupil Rs. 4-13-8. The following year 1861-62, these figures stood at Rs. 52-1 and Rs. 3-15-6 respectively. There has thus been a considerable and steady reduction of the cost to Government for the College, during the last two years. I trust this financial result of giving the Institution a full staff, and placing it on a footing with other Mofussil Colleges, will be deemed satisfactory, and will justify your further extending to Berhampore the advantages of a complete Collegiate Education, which have been recently conferred on the

Reports of Colleges,

Dacca district. It is my conviction that such a measure, highly appreciated as it certainly will be by the native community, who are most desirous to have the means at home of a complete general and professional Education, will prove to be in every respect a great success.

I have to add that, with the help of local collections and an economical expenditure, we are able to shew Rs. 840-4-1 to the credit of the College, from the sum sanctioned in the Budget.

NUMBER OF STUDENTS.—I am happy in being able again to say, as I did in my last Report, that the number of students has been steadily on the increase. After striking off every defaulter, there are 32 students in the College Dapartment, against 26 of the previous year; and 324 in the School Department, against 267; making in all 366 students, or 73 more than on the 30th of April 1862, and 131 more than on the same date in 1861. The numerical strength of the Institution is much greater than it has ever been; greater even than when the College was a novelty; when all the influence of the district was actively exerted for its success; and the fees were only one Rupee a month. This large and steady increase is unmistakeable evidence of the desire of the native community for a Collegiate Institution; and of their increasing confidence in this one.

The number of pupils admitted during the year is 172; and the number withdrawn and struck off the Rolls, 99. The rule of prepayment of fees, as stated in my last Report, has been rigidly enforced.

Berhampore has not been so sickly during the past as in the previous year; and though the improvement is, of course, only comparative, it has told favourably on the attendance of the pupils and on the progress of Education.

BUILDING.—That progress, as far as the College is identified with it, would be much greater, were there a suitable Building

Berhampore College, Mr. Hand.

to assemble in. My last Report pointed out the great influence which the removal from the temporary shed to the range of barracks had on our prosperity; but I then noticed the defects of these quarters for Educational purposes; and the experience of another year has shewn these defects more clearly. Instruction is imparted under the most serious difficulties. Repeated complaints have been preferred by both teachers and pupils, and as many attempts been made to modify the evils that cannot be obviated. But the noise that is unavoidable in a range of compartments without doors, opening one into another, and all into verandahs on each side, renders it extremely difficult and painful to make one's-self heard; and the chances are that, at times, the Teacher is not distinctly heard by one half of the class. Apart, however, from the superior advantages which a building would have specially constructed for the College, I must again notice the expediency of giving the native community the assurance they eagerly expect, of the permanence of the Institution, in the construction of the long-deferred building, subscriptions for which were raised nearly ten years ago!—Objection has been taken, and justly, to the old plan; which, under the improved circumstances and prospects of the College, is certainly inadequate to our wants; and which is in itself objectionable in other respects. But it is desirable that a more suitable plan should be prepared and sanctioned at once; and building operations commenced as early after the rains as possible.

College Department.—There are 32 boys in the College Department; 18 in the 2nd and 14 in the 1st year class. All these students pay Rs. 4 a month; the last free scholar having quitted College on the opening of the session.

At the University Examinations in December five or six students who then formed the 2nd year class, went up to the First Arts Examination. I regret to add that only one was

Reports of Colleges,

passed. Two others, however, acquitted themselves with very great credit. None did ill; the aggregate of marks of one student only, being less, and that by 4, than the total of pass marks. To the successful candidate was awarded a senior scholarship of Rs. 27 tenable at the Presidency College.

THE SCHOOL DEPARTMENT.—The 9th year or highest class of the School Department, sent up 35 boys to the Entrance Examination, 13 of whom were passed; but judging from the numerical returns, the papers of 12 others were very creditable. I had certainly expected, on the result of a preliminary Examination by the officers of the College, that half as many more, or 20 students at least, would have passed; but even as it is, the number of successful candidates this year, is 3 more than in the last; and 7 more than in the year previous. This progress, though not great, is hopeful. To six of the successful candidates, scholarships of Rs. 10 each were awarded.

The Examination of the 1st year College and of the several School classes not admitted to the University Examinations, was conducted by Mr. Carnduff, Baboo Eshan Chunder Banerjea and myself, assisted by some of the other teachers and two of the Pundits. All the students who held scholarships retained them, their progress being satisfactory. The general result was decidedly good.

In the school, the numerical returns and the remarks of the Examiners showed much deficiency in Geometry, Geography, and, I regret to add, in English Orthography, in the three higher classes. The result in other respects was satisfactory. Measures were taken, at the opening of the Session, to make up such deficiencies and to prevent their recurrence as class defects. The lower classes on the whole did fairly; some better than others and some very creditably. The attention of the teachers was specially called to the short-comings of their respective classes; and I have endeavoured to secure, as

Berhampore College, Mr. Hand.

far as instruction and general supervision can, greater care and diligence in the future management of these classes.

The scheme of studies for the present session, is pretty much as before, the modifications being very slight; but I purpose making considerable changes after the next examination, by which time I expect to be able to get easier and more suitable books in some subjects for the junior classes.

The hours of attendance continue as before, that is from 10 A. M. to 4 P. M. with half an hour's interval for tiffin and recreation; thus giving the classes 5½ hours' instruction daily, except in the cold season, when, from November to February, the mornings being very short, the College opens half an hour later. I shall not feel justified in reducing the hours of study to a conformity with other Colleges, until the classes are in a more satisfactory state than at present. The great work before me, is to put this Institution on a footing of efficiency with the best of our Colleges; and it gives me sincere pleasure to be able to say, that my colleagues have cheerfully taken their part with me of the extra duty; and have heartily worked to the same end.

CONDUCT OF THE MASTERS.—My sincere thanks are due to the Head and Second Masters, and generally, in their several degrees, to all my assistants for their enlightened and ready co-operation in the measures that from time to time, I have deemed necessary for the improvement of the College; nor must I omit special mention of one who has just left us, Baboo Kristo Chunder Roy, who, for two years of our connection as fellow-laborers, never gave me the slightest cause of dissatisfaction. Would that all my junior masters merited the like commendation! The late senior Pundit likewise was a very efficient officer, whose loss to the Institution will not be easily supplied.

DISTRIBUTION OF PRIZES.—The public distribution of Univer-

sity certificates and prizes, took place on the 18th of February last; in presence of a very large and respectable assembly, European and Native. The ladies of the station once more honored us with their presence. It is not possible to estimate too highly the encouragement which is thus given to native education; for no people are more susceptible of the influence which this public countenance and support of our labours is calculated to exercise. The judge, Mr. Russell, again kindly presided and again gave me much invaluable support by his earnest and seasonable address, to which his well known interest in the cause, gave the greatest weight. Prizes in money and books, were awarded to the value of Rs. 391-9, the wonted liberal contributions of the native community, in addition to the Government grant, enabling me thus extensively to reward past labours, and encourage future emulation.

I should not be true to the interests committed to me, did I not take the opportunity to acknowledge the kind and ready assistance which, ever since my connection with the College, I have invariably received from the official community, civil and military; who, at least, whatever may be said of officials elsewhere, have not been slack to countenance, and as opportunity offered, to encourage the noble work of popular education. My acknowledgments are specially due to the Commissioner, Mr. Scott, one of whose first acts on coming to the station, was to signify his willingness to pay for any poor lad I would recommend to him. "The Commissioner's boy" is familiar in the neighbourhood as household words; and this one act has done incalculable good, offering to the poor and ignorant classes, a palpable evidence of the interest which the highest functionary in the district takes in them and in their enlightenment, which is their truest welfare.

Although all the members of the native community of influence and position, have nobly vied one with another in as-

Berhampore College, Mr. Hand.

sisting my endeavours to advance the College, I must in justice, record my obligations to two liberal and enlightened Zemindars of the district, Baboos Rajkishen Roy and Poolin Beharee Sein, who have ever been forward to give me the most ready and effective help, and to use their deservedly great influence with their countrymen, to promote the well-being of the Institution. Indeed it is my conviction, and I have a pretty extensive experience of native society, that no where in Bengal, are there men of all ranks and conditions of life, more zealous in the cause of popular education, and more ready to secure its blessings at any sacrifice, than in Berhampore and its neighbourhood.

LIBRARY.—Books to the value of Rs. 1,229-10 have been added to the Library. In the course of the year a dividend was received from the estate of the late Mr. Bradbury towards the unpaid claim of Rs. 311-8 advanced by the local collectorate for the cost of the temporary College building, and repaid subsequently from its sale. This sum, amounting to Rs. 107-13 was, in terms of the Government letter No. 336 of the 13th August 1861, devoted to the improvement of the Library. In the course of the year, some second-hand duplicate and triplicate works and some odd volumes were sold; and the proceeds, Rs. 47-11 appropriated to the purchase of other books. There are at present 2,541 volumes in the Library; of which 76 volumes are Government Publications and donations made during the year. A catalogue of the books &c., has been drawn up, especially through the zealous exertions of Mr. Carnduff, and printed; and a more systematic arrangement of them made, so as to afford greater facility in consulting the Library; which continues to be much resorted to by the Masters and senior College and school students. I am happy to be able to add that I have partially succeeded in making the Library useful, under certain conditions, to the community, European and na-

tive; the publication of the catalogue offering a favourable opportunity for so doing. It is my object, in this way, to secure for the College, the good will and friendly interest of all classes, and to render it, in some degree, a means of improvement and intellectual recreation to all. Four book cases have been added during the year, three of which have been paid for, with the consent of the donors, from the surplus of the prize fund.

PHILOSOPHICAL INSTRUMENTS.—The Instruments mentioned in my last Report were received in good order at the close of the session. They cost Rs. 370-10. They are not of superior manufacture, but such as they are, they have been very serviceable in illustrating the mathematical course of the 2nd year class.

FUTURE PROSPECTS.—I trust this statement of what has been done during the year; and your knowledge from time to time, of the state of the College, have satisfied you that the happy anticipations which closed my last Annual Report, have been in part, at least, realised. It shall be my endeavour to secure their further fulfilment from year to year.

Patna College, Dr. Sutherland.

PATNA COLLEGE.

(FOUNDED 1862.)

FROM THE REPORT OF THE SECRETARY OF THE LOCAL COMMITTEE DR. J. SUTHERLAND.

OPENING OF THE COLLEGE.—About the middle of last August, the Patna School was, as you are aware, converted into a Collegiate School; and early in the following January, the latter was raised to the rank of a College.

TRANSFER OF THE SENIOR CLASSES TO THE OLD COLLECTORATE AT BANKIPORE.—The house in the city, in which the late Patna School was held, having been found in every way unsuitable for the accommodation of the College, and no other building sufficiently commodious being procurable in that vicinity, the sanction of His Honor, the Lieut.-Governor, was obtained to the occupation of the lower story of the old Collectorate at Bankipore, by the senior classes of the College, which were accordingly transferred in February, the junior classes remaining in the old house. Subsequently it was arranged to give up to the College the entire premises by the removal of the Police and Record Offices located there to another house, the rent of which, viz. 90 Rs. a month, should be paid jointly by the College and Mr. Rogers, the Professor, who is to have quarters on the upper floor.

SUBSCRIPTION FOR THE ERECTION OF A NEW BUILDING FOR THE COLLEGE.—The Local Committee, of Public Instruction, acting in conjunction with the Commissioner of Patna and having previously received though that Officer the sanction of the Lieut.-Governor of Bengal, issued a notification inviting subscriptions for the erection of a new building for the College

at Patna. Syud Willayat Ally Khan, a liberal and intelligent native gentleman of the city of Patna had, previous to the notification, given Rs. 5,000 to be spent in the erection of a College; other liberal subscriptions have been received amounting up to date to upwards of Rs. 21,000; and there is reason to expect that a sum exceeding Rs. 50,000 will be realized.

The Commissioner has undertaken to circulate the notification among the wealthy and influential gentlemen of this and the neighbouring districts; and the Committee have promised that the names of all the chief donors to the College shall be cut on stone and placed in some conspicuous part of the building. It is considered that this will gratify the native gentry and be an incentive to subscribe largely.

CHANGES IN AND ACCESSIONS TO THE STAFF OF TEACHERS.—In August 1862 Mr. J. F. Thomson, the late Head-master, was succeeded by Mr. J. K. Rogers, and in September of the same year Mr. G. H. Savigny, joined as 2nd Master; and Baboo Nobin Chunder Roy, the 5th Master, was removed to Mozufferpore; and his place was filled by Heyaet Buksh. Towards the end of October, a Pundit (Hindi) and an assistant Moulvi were added to the staff of Teachers. Baboo Sheo Pershad Singh of the Gya School was appointed as 3rd Master of the Patna Collegiate School in November, and two additional junior teachers were entertained in the following March to meet the rapid increase that had taken place in the number of scholars. Mr. Behrendt, Head-master of the Gya School, was appointed 2nd Master of the Patna College in February, but his official designation and that of Mr. Rogers have since been changed into Head-master and Professor repectively. A head-Moulvi, on a salary of Rs. 150 a month, has just been nominated.

NUMBER OF STUDENTS, AVERAGE ATTENDANCE, AND DIFFERENT CASTES.—The number of scholars has increased from 135 to 312; and the average attendance during the year from 101 to

Patna College, Dr. Sutherland.

150. As is usually the case every where, the Hindu students greatly preponderate: to 258 Hindus, there are but 43 Mahomedans and 11 Christians.

NUMBER OF CLASSES.—In the College Department there is at present only one class, but in the School Department there are eight. The numerical strength of the several classes is as follows:—

COLLEGE DEPARTMENT.

1st Year Class, ...	5	Students.

SCHOOL DEPARTMENT.

Entrance Class, ...	13	„
1st Class, ...	13	„
2nd Ditto, ...	18	„
3rd Ditto, ...	38	„
4th Ditto, ...	23	„
5th Ditto, ...	23	„
6th Ditto, ...	83	Partly in the city and
7th Ditto, ...	96	partly at Bankipore.

ADOPTION OF A UNIFORM RATE OF SCHOOLING-FEE, VIZ. 1 RUPEE PER MENSEM THROUGHOUT THE SCHOOL DEPARTMENT.—At the last meeting of the Local Committee, held on the 5th May, it was determined that a uniform rate of Schooling-fee, namely one Rupee per mensem, should be charged throughout the School Department. All new scholars from that date have had to pay a monthly fee of a Rupee, and the same sum is to be paid by all those now in school from the 1st of next August. It is not unlikely that this measure will at first cause a falling off in the number of students, by the poorer lads leaving; but, on the other hand, those that remain will be of the class by whom education is better appreciated. Besides, after a time, a reaction may take place, and the numbers again r[illegible].

Reports of Colleges,

COURSE OF STUDY.—The course of study in the College class has been framed to meet the requirements of the First Examination in Arts, and that in the School Department has been regulated with reference to the Entrance Examination, and is similar to that which was pursued in the Calcutta Mudrussah during the incumbency of Mr. Rogers, its late Headmaster.

ENTRANCE EXAMINATION.—Four students competed at the last Entrance Examination, one of whom, Gouhur Ally, passed in the 2nd Division and obtained a 3rd grade junior scholarship. Another (J. Watling) failed by a few marks, in the second language.

POSTPONEMENT OF ANNUAL EXAMINATION.—It having been deemed more convenient to hold the Annual Examination about the same time as the University Examinations, it has been postponed to December, when the new scheme will have had sufficient time to work and develop itself; especially as the arrangement of the classes has been, more than once, disturbed by the appointment of new masters and the rapid increase of scholars.

LIBRARY.—The College Library has received an accession by the transfer of the books belonging to the late High School from the Commissioner's Office where they had been deposited after the abolition of that institution. Among the volumes received, there are a few standard works.

Calcutta Mudressa, Captain Lees.

CALCUTTA MUDRESSA.

(FOUNDED 1781.)

FROM THE REPORT OF THE PRINCIPAL, CAPT. W. N. LEES, LL. D.

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ARABIC DEPARTMENT.—This Department contained in February last, when the annual examination took place, 117 students, divided into 5 classes, containing respectively 16, 19, 29, 31, and 22 students. The first and second classes competed for Senior, and the third and fourth classes for Junior Scholarships. The fifth class only remaining for examination.

Of this class 15 students presented themselves for examination. They had read during the session 100 pages of Nowadir-Al-Qaliooby—95 pages of the Nafahat-Al-Yaman—the whole of the Hidyat-Al-Naho—and 64 pages of the Fasool Akbaree.

This class was examined by Moulvi Mahomed Wujeeh, the Head Professor, who submits the following tabular report. The report, looking at the numbers gained, is favorable. Abdoor Rowf, Efaz-Ooddeen and Mahomed Hashein, are recommended for prizes.

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The Arabic Department has progressed favorably during the year. The Moulvis and students have been regular in their attendance and apparently interested in their studies. Several students who have entered the University have joined the Arabic Department, and a class has been formed to enable them further to prosecute their study of the English language while they are going through their College course in Arabic.

Reports of Colleges,

Until the Calcutta University however gives somewhat greater prominence in the curriculum of studies to the Oriental classics, it will be difficult to make Oriental Colleges fit into the present system. The want that is now felt is for the means of prosecuting English and Arabic studies together; and the present arrangement, though imperfect, will go some way towards supplying it.

ANGLO-PERSIAN DEPARTMENT.—The Examination for Entrance into the Calcutta University took place in December last, and the usual annual examination of this Institution was also held in that month.

The first class contained 12 students, of whom 6 went up for the University Entrance Examination. Out of these students 2* passed in the first and 2† in the second Division.

The Anglo-Persian Department was examined in English Literature by Mr. Roberts of the Doveton College, whose report (though in a tabular form) is as follows.

"2ND CLASS.—Nearly all my questions in English Literature and Grammar were very satisfactorily answered. The reading was very fair, and the accent and pronunciation far better than I had expected. In History the students displayed a fair acquaintance with the facts contained in their text books, though they are somewhat deficient in the collateral information which might be expected of them. In Geography the answers, with the exception of those at the top of the list, were rather defective.

"3RD CLASS.—This class made a creditable appearance. The majority of the boys read well, and from the answers elicited by my questions, showed that they thoroughly understood what they were reading. The answers in History and Geography were also satisfactory. On the whole the class appears to have been efficiently conducted throughout the year."

* Waheed Ooddeen, Abdoor Ruzzack. † Abdoor Ruheem, Azeem Ooddeen.

Calcutta Mudressa, Captain Lees.

Mr. Blockman of the above Institution conducted the Examination of the Anglo-Persian Department in Mathematics. His report is subjoined.

"I beg to transmit to you the results of the yearly examination of the boys of the Calcutta Mudressa, Anglo-Persian Department, in Mathematics. From the marks you will observe that the boys have acquitted themselves very satisfactorily indeed, notwithstanding the severe test I put them to. Your particular attention is invited to the marks of the boys of the 3rd class. I am glad to hear that this class was also found the most advanced by my colleague Mr. Roberts in the subjects he examined them. The boys had been trained to shew on their slates clearly and in good order the different steps in working out their sums, and the attention paid by them to this most important but difficult point reflects much credit on their Master Moulvee Abdoor Ruzzack.

"The second class was somewhat slow in Algebra; in Geometry the boys did well with exception of the last four."

PERSIAN EXAMINATION.—The Examination of the Anglo-Persian Department in Persian was taken by the Principal. The following are his remarks.

"The 1st class, being engaged at the University Entrance Examination, was not examined.

"2ND CLASS.—This class though not as good in proportion to their years as the class below them, passed a fair examination. Their answers in Arabic Grammar were creditable.

"3RD CLASS.—Notwithstanding that the youngest boy in the class is at the head of it, the greater portion of the boys passed a highly satisfactory examination. They have to a very fair extent mastered the rudiments of Arabic Grammar, and in Persian generally understood well what they read. Their Master, Moulvi Abdool Huqq, has evidently taken great pains with them."

Reports of Colleges,

Oordoo Examination.—Moulvi Kubbeer Ooddeen Ahmud who conducted the examination of the Anglo-Persian Department in Oordoo, reported as follows.

"I examined the 2nd, 3rd, 4th, 5th, 6th, 7th and 8th classes of the said Department in Oordoo on the 3rd, 4th and 5th Instant.

"The number of Students in the lists was 84, of whom 2 were absent. The remaining 82 students acquitted themselves satisfactorily with the exception of a few boys."

Bengali Examination.—The following also is a copy of the report furnished by Pundit Ram Narain Vidyarutna, who examined the Anglo-Persian Department in Bengali.

"It gives me very great pleasure to be able to express my high satisfaction with the manner in which the present remaining six Bengali classes, from 2nd to 7th, of the Anglo-Persian Department of the Calcutta Mudressa, acquitted themselves throughout the long and somewhat minute examination in Bengali, which I had the pleasure of taking part in last week.

"The Bengali translation of the first three classes amongst them was generally satisfactory, and several of the number did very well indeed, and they with the last three classes passed in reading, construing, spelling, pronouncing, and grammar with perfect accuracy and great credit.

"It is evident to me that the Bengali teachers have been most painstaking, and I consider that they have great reason to be gratified with the result of their labours, during the past year. Whatever they have taught they have taught thoroughly."

Library.—A number of volumes of valuable works, such as, Mill's Principles of Political Economy, Malte Brun and Balbi's System of New Geography, Arago's Popular Astronomy by Tomlinson, Martin's Photography, Million of Facts, Historical Sketches and Reviews by Viscount Cranboune, &c. &c.,

Calcutta Mudressa, Captain Lees.

Geographical Maps, and a set of Scientific Apparatus, have been added to the library during the session. The books in the library are in good condition with the exception of a few old works, the binding of which requires renewal.

BUILDING.—The Mudressa building and out-offices, underwent necessary repairs in 1862, and are at present in a tolerably good condition.

COLLINGAH BRANCH SCHOOL.

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The scheme of studies at present followed in the Calcutta Mudressa was introduced in the commencement of this session. It is different in several respects from what was pursued before. The subjects and the extent of them to be studied are here so graduated, that pupils brought up in accordance with it, may become partially prepared in the Entrance Course in other classes than the first, and thus obtain ample time during the year before the Examination to revise thoroughly the different subjects of study. Several failures having been observed in the Oordoo branch of the Entrance Examination (the former scheme causing the pupils of the upper classes to confine their attention exclusively to Bengali) the option has been given to the students of the first two classes to learn for their Vernacular language either Oordoo or Bengali according to their inclination.

House No. 49, South Collingah Street having been found not sufficiently large to afford proper accommodation, besides its being situated in an unhealthy locality, the School was removed in October 1862, to No. 45, Collingah Bazar Street which it at present occupies.

Nine boys of the first class went up in the past session to undergo the Entrance Examination, out of whom one Attaoor Rohoman has been passed in the 2nd Grade. The following

Reports of Colleges,

is the Report of Mr. T. P. Manuel who conducted the Examination of the school in English.

"I examined the school for six days in all the subjects of the several classes beginning from the 2nd, the boys of the 1st having gone up to the Entrance Examination of the Calcutta University. The result of each class is detailed *seriatim*.

2ND CLASS.—11 students. Present 9. Average age $15\frac{4}{11}$. Teacher Baboo Neel Chunder Banerjee. Most of the boys showed a marked deficiency in Geometry, and in History 4 of them did little or nothing. It seems, however, that the present teacher who was late 3rd master of the A. P. Dept. of the Calcutta Mudressa took charge of the class on the 4th June last. I cannot, therefore, saddle him with entire blame. In other subjects the result was fair.

3RD CLASS.—14 students. All present. Average age 13. Teacher Baboo Kadar Nath Mookerjee. In Literature, Arithmetic and Algebra the class gave me satisfaction. Not so, however, in Geometry, History and Geography, particularly in the first and second branches, half and more than half of the lads not being able to answer a single question put to them. In Grammar also there is much room for improvement.

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The library is in good order. It is frequently resorted to both by the students and the teachers Forty more volumes have been added to its stock during the year.

CIVIL ENGINEERING COLLEGE.

(FOUNDED 1856.)

FROM THE REPORT OF THE OFFG. PRINCIPAL, MR. T. MARTIN, B. A.; C. E.

During the past year several changes have taken place in the Professional Staff. Mr. H. Scott Smith, Professor of Mathematics, had to proceed to Europe on medical certificate, and Mr. J. S. Rees of the Presidency College has officiated for him. Major Medley, the Principal was in January appointed to the Principalship of the Thomason College at Roorkee, and Lieut. Hills, R. E., Professor of Constructive Design, officiated as Principal until March, when I undertook the duties of that office. The College is now partially deprived of the services of Lieut. Hills, as he has been appointed by Government to superintend the sanatory arrangements that are in progress on the banks of the river Hooghly.

Having only so lately assumed charge of this appointment, this report is necessarily somewhat incomplete. Whatever progress has been made throughout the session is due to the exertions of the late Principal and to the other Professors and Masters; it can hardly be expected that so many changes in the preceptive staff during the course of a single session should not operate prejudicially on the classes, and it is essential to the welfare of the Institution that such changes be few and far between; contemplated improvements in the internal constitution of the College which were not afterwards carried out, led in November to the adjournment of the junior classes, and the abolition of the 4th or extra class. These steps neces-

sarily interfered with the studies of those classes, however I feel certain that the result of the annual examinations will show that the progress has been on the whole satisfactory.

The class studies of the session commenced on the 19th May, 1862, and continued until the 21st August when the vacation intervened. The studies were resumed on the 21st October, and only continued to the 1st November when the senior class went into camp at Raneegunge, and received under Lieut. Hills two months and a half practical instruction in the field in Trigonometrical Surveying and Levelling. The class was divided into parties of six or seven in order to ensure a greater degree of individual instruction. A project for a navigable canal was accurately surveyed and levelled; the earth quantities have since been calculated and the various masonry works duly designed and estimated. A road project of 15 miles long was surveyed and sections taken. The survey course of the senior class has thus been very satisfactorily completed, and reflects much credit on Lieut. Hills and the students themselves. In consequence of arrangements then in contemplation the College studies of the junior classes were given up on the 1st November, and adjourned *sine die*: the Principal, however, permitted Baboo Khetter Nath Bhuttacharjee Master of Surveying and Engineering to practice field surveys with those classes and some small surveys were made in the neighbourhood of Calcutta with both the chain and theodolite; the majority of the junior classes availed themselves of this permission, while some gave up Engineering, and did not return to the College.

Practical instruction in carpentry had been introduced in the session 1861-62, and was extended by Major Medley to include iron-work and masonry. Mr. Rukstull a working Engineer superintended this Department; this instruction ceased in November and has not since been revived.

Civil Engineering College, Mr. Martin.

On the 20th January, the class studies were resumed on the old *regime*, and continued to the 4th May last when the annual examinations took place. The average number of students in the three regular classes throughout the session has been—65—showing a decrease of 39 under the number of the previous year, which is due to causes already alluded to.

The annual examinations are now going on, being conducted by the staff of the College thus :—

The Professor of Mathematics examining in Mathematics.

The Professor of Constructive Design and the Principal in Engineering and Estimating.

The Professor of Constructive Design in surveying.

The Principal in Chemistry, Geology and Experimental Sciences.

The Professor of Drawing in Drawing.

In Drawing and Surveying the examination forms but a slight portion of the test, the major part of the marks being assigned to the work done during the session.

I regret that I cannot give the detailed and abstract results of the examinations, as they are not yet concluded.

Some of the senior students applied to be examined for the Degree of Licentiate of Civil Engineering in the University; it was, however, found that none had passed the required examination in the Faculty of Arts, and they were thus disqualified under the first regulation from proceeding to the examination for that degree. The College is not in future likely to furnish candidates for the L. C. E. Degree so long as this regulation holds good; no student at present has passed the required examination in Arts, and thus for the next two years the College will not be able to produce a candidate for that

The general conduct of the students has been unexceptionable throughout the session.

Reports of Colleges,

The library had an accession of 134 volumes during the past year, of which 16 have been presented by the Government.

The collection of chemical and philosophical apparatus is very incomplete, and a well-supplied model-room is much required.

The Preceptive Staff as at present constituted is not strong enough to perform the duties imposed upon them. A separate Professorship in Chemistry, Geology and the Experimental Sciences should be founded; the students should have the advantage of attending a well-organised course of lectures in those subjects; and the senior class should practise in a chemical laboratory during the final year.

MEDICAL COLLEGE.

(FOUNDED, 1835.)

FROM THE REPORT OF THE PRINCIPAL DR. N. CHEVERS, M. D.

More than one material change in the primary staff of the College has taken place within the session which has just expired. Death has removed one from our small circle, and sickness has been busy amongst us. We have had to lament the decease of one of our colleagues, Professor William Crozier, F. R. C. S., whose distinguished career terminated, on board the Peninsular and Oriental Company's steamer "Simla," on the 19th of November last. At the commencement of his professional career Mr. Crozier was the first who obtained, under Professor Owen, the studentship of comparative anatomy in the Royal College of Surgeons in England. Having laboured there for three years during which he enriched the College Museum with a great number of preparations, he claimed, by privilege of his position, an appointment in the Bengal Army. In India, he maintained that character, as a comparative anatomist and laborious student of nature, of which he laid the foundation at home. In June 1857, he succeeded Mr. Walker here in the conjoined duties of Professor of Physiology and Comparative Anatomy and Curator of the College Museum. It affords me melancholy satisfaction to be in a position to record the fact that, in a conversation which I had with him shortly before he sailed for England, that very eminent zoologist, Professor Walker, assured me that he considered Mr. Crozier the fittest person in Bengal to become his successor. His confidence was not misplaced; Mr. Crozier

laboured among us, undeterred by the inroads of mortal disease which it would seem were long apparent to every one but himself, for five years, acquiring, amongst the students, the character of an able and popular instructor. And, among his brother Professors, that of a worthy gentleman and esteemed friend.

His place has been, most appropriately, filled by Dr. Joseph Ewart, a man who, although young in years, has, by the aid of remarkable talents and extraordinary industry, become old in professional learning and experience. His power has been shown in the fact that, before the expiration of the session, he succeeded in completing the lectures which Mr. Crozier's sudden removal left unfinished. In performing this task, he had to compose and deliver no less than eighty-five lectures each occupying an hour. The result, naturally is, that he is, at present, seeking restoration of health out of the deadly climate of Bengal.

Dr. Wilson, our Professor of Midwifery, has been compelled to obtain leave to England on medical certificate. The temporary vacancy is most worthily and satisfactorily filled by the appointment of Dr. Edmonstone Charles, of the Presidency General Hospital.

On the 1st of May, 1862, Dr. Smith, a medical gentleman highly esteemed in this city, was appointed Professor of Dentistry in the College.

Of my own difficulties, since I assumed the very responsible and trying duties of Principal in April last, shortly before the commencement of the past session, I shall say but little here. With the aid of my colleagues, I have, I believe, nearly succeeded in overcoming those difficulties. The welfare of an educational institution like this and, still more, that of a great public hospital, must always depend, mainly, upon the maintenance of an unbroken system of punctuality, diligence and

subordination to legitimate authority, justly, mildly, but most strictly exerted. The students and school subordinates have learnt that laxity, indolence, wilfulness and insubordination are here invariably visited by serious displeasure, and, when needful, by punishment. They must also have perceived very clearly that all their merits are appreciated with warm and friendly sympathy, and that industry and good conduct will always meet with prompt recognition and certain encouragement.

Each step on the path of every man through life is beset with painful difficulties; these are always best encountered by him who, in early youth, has been narrowly watched and strictly guided by those who, thoroughly anxious for his welfare, place constantly before him, not only by precept but practically, the rule that he must fear to do evil and learn to do good. It is admitted by all that in this country parents generally treat their children with such laxity and over indulgence as greatly to embarrass the duty of their teachers in disciplining them for that arduous life-struggle in which no favour or indulgence whatever will be conceded to them,—in arming them for that long conflict for honorable existence in which they will meet with none but unsympathising competitors and stern judges. The line of my duty, as Principal of this College, clearly is, to endeavour, not only to make our students masters of the science of medicine, but also to render them men capable of performing the various duties attendant upon the practice of that noble science with humanity, strictness, punctuality, fidelity, truth, honor and integrity, which no man can by any possibility do, if during his pupilage he is allowed to be lax, indolent, and easy, dilatory in the execution of every order, neglectful in his watch over the sick, irregular in his attendance at lectures, indifferent to the authority of his seniors and superiors. Upon this, by no means

novel, line of conduct I entered immediately I obtained authority within this College walls, and it is my positive intention to pursue this course, with all my might, as long as it shall be the pleasure of Government to entfust me with this great responsibility, in the full conviction that a lax, indolent, ill-informed and loose-principled physician is one of the greatest curses that can be inflicted upon suffering humanity.

* * * * * *

I am happy to be able to announce that, this year, two native gentlemen have presented themselves for examination, and have been found qualified for the degree of Doctor of Medicine in the Calcutta University. One of them, Baboo Mohendrololl Sircar, graduated in this College in 1861 with great credit, and is now established as a medical practitioner in this city; the second, Baboo Jugobundo Bose, entered the public service in 1856 as a Sub-Assistant Surgeon, and has for some years been attached to this school as second Demonstrator of Anatomy. During this year also Baboo Chunder Coomar Dey had the degree of Doctor of Medicine publicly conferred upon him by the Vice-Chancellor of the University.

PRIMARY OR ENGLISH CLASS.—When the classes were re-opened, on the 15th of June 1862, our theatres received 149 English class students, 61 others were afterwards admitted, making up the strength of this class to 210.

Of the 61 students who then joined us, 7 held junior scholarships, 18 were scholarship-holders from other colleges and schools, 4 received free presentations, 3 were sent here for instruction by the Ceylon Government, and 29 entered the paying class.

At the close of the session, we find that the number of primary class students removed from the roll during the year was 62, of whom 7 were senior scholarship-holders, 3 were junior scholarship-holders, 12 held scholarships from other colleges

and schools, 14 were free students, 23 were paying students, and 3 were Ceylon students.

At the close of the session, the strength of this class was 147, which is 2 below the number who remained at the end of the previous session. Of these students, 12 were Christians, 3 were native converts, 1 a Mahomedan, and 131 Hindus. One death occurred, during the year, in this class.

PAYING CLASS.—The history of this class is so brief that I may be permitted to review it from its commencement in June 1860.

At the beginning of the next session (June 1861) 9 students of this class recommenced their studies, and during that year 39 more were admitted. When the classes were re-opened in June 1862 the strength of this class was 34, 29 others have been admitted during the year, giving a maximum strength of 63, of whom we have 31 still on the rolls of this class. Of the remaining 32, free presentations have been won by 9, and 23 have left the College; 2 members of this class have, with laudable enterprise, proceeded to England, intending to complete their education there. Some difficulty having been experienced in collecting the monthly payments of this class, the Director of Public Instruction ordered (in letter No. 2196, dated 22nd August, 1862) that, in future, all fees must be paid in advance, and that every student who fails to pay his fee before the 15th day of the month will be removed from the rolls and only re-admitted on the payment of a fine of rupees five. Under the operation of this rule, several names had to be struck off; the remaining 31 now pay with regularity.

The paying class may now be regarded as a confirmed success. It is probable that a considerable proportion of those who, at present enter it, do so in the expectation of eventually gaining scholarships or free presentations. Still this involves

self-evidently a large amount of good, in the field for laudable emulation which it affords.

CEYLON GOVERNMENT STUDENTS.—At the opening of the session the number of those students who are sent by the Ceylon Government for education in this College was 7, and 3 have since joined.

Mr. Keyt has passed the second examination for the University degree of Licentiate in medicine and surgery in the first division, and has obtained the University scholarship in surgery.

Mr. Vandort, a young gentleman of remarkable ability, and Mr. Meier, one of much intelligence and promise, have been allowed to proceed to England, with a view to completing their studies.

We have already registered the names of 65 candidates for admission to the primary class at the commencement of next session.

I am happy to be able to state, not only in my capacity of Principal, but also as one of the University Examiners, that the appearance of the primary class in the recent University examinations, has been, upon the whole, very creditable. 19 candidates presented themselves for final examination, of whom 14 passed. 3 passed in the first division—Baboo Kalla Chand Haldar, Mr. Keyt, and Baboo Omes Chunder Dutt. Baboo K. C. Haldar has been recommended for the University scholarship in medicine, and Mr. Keyt for that in surgery.

The number of those who presented themselves for the first, or junior, University examination was 35, of whom, I regret to say, only 16 passed. Of these, 4 were ranked in the first division.

Of these, 3 have obtained University scholarships in Anatomy, Materia Medica, and Chemistry. The University have not yet announced the names.

Medical College, Dr. Chevers.

MILITARY CLASS.—The intention of this class is to provide native doctors, chiefly in the Military Hospitals.

At the commencement of the session, the strength of this class was 55, 24 were subsequently admitted, making in all 79, 3 who had been remanded, passed their final examination early in the session, and 19 others were passed and reported as qualified for duty at the end of the year. The number of students eligible for second examination was 22, of these 4 were remanded to their studies, 2 for three and 2 for two months; 12 were eligible for the first examination, of whom only 1 was rejected.

Two deaths have occurred in this class during the year.

25 Military class-students have been dismissed, chiefly on account of unauthorised absence and misconduct of other kinds.

This class, at present, contains 31 Mahomedans and 1 Christian. One student of this class, Jubur Sing* has passed in English. Great strictness is needful in maintaining discipline in this class. Its present members are, however, for the most part, remarkably steady and intelligent lads.†

* A native of Assam.

† The strength, including 17 recent admissions is 49.

The conduct of staff Serjeant Day, with whom the executive duty of maintaining discipline in this class rests, has been most exemplary.

BENGALI CLASS.—At the commencement of the session, 76 students of this class were present, and 70 others were subsequently admitted, making 146 in all. Of those newly admitted, 12 held stipends at Rs 5 a month, 6 held scholarships from other schools, and 52 were free students. In November last, 9 students of this class were passed and admitted to the public service.

In December, the whole of this class, consisting of 136 students, deserted the College in a body. Of these 94 having

Reports of Colleges,

solicited pardon for their rash act, have been suffered to return to their studies.

The circumstances of this most discreditable occurrence have been so fully discussed, that I need not further allude to the subject, except to add that His Honor the Lieutenant-Governor has pronounced* the complaints alleged by the culprits as the ground for their misconduct to be "groundless for the most part" and "entirely frivolous."

* In Mr. Eden's letter, No. 1296, dated the 21st March, 1863.

This class now contains 91 Hindus and 3 Mahomedans.

MUSEUM.—Fifty-three preparations have been added to the collection within the session, and, in January last, 12 beautiful wax models, by Mr. Towne of Guy's Hospital, were added to those already received. The total expense of these 12 exquisite artistic works was Rs. 1,747.

LIBRARY.—The number of volumes added to the library, during the past 12 months, has been 82.

DISSECTING DEPARTMENT.—The number of bodies dissected during the year has been 1,112, against 1,458 in the previous session.

HOSPITAL.—The leading statistics of this great medical charity during the year, have been as follows.

The total number of individuals treated during the year, as in-patients, exclusive of those treated in the Eye-Infirmary, amounted to 4,885, against 4,423 in 1861.

Of the above, 1,897 were Europeans and 2,414 natives, exclusive of those treated in Dr. Wilson's Midwifery wards, who numbered 574. In the European General wards there occurred 184 deaths or 9.69 to treated. In the native wards there were 684 deaths being 28.33 per cent. to treated.

In 1861, the death rates were, among Europeans, 10.05, and in the native wards, 26.01.

The number of applicants for relief at the out-door Dis-

Medical College, Dr. Chevers.

pensary for women and children has been 10,137, being an excess of 3,533 above the number treated in 1861. This great and steadily increasing improvement is undoubtedly in a large measure owing to the ability and judgment with which honorary assistant surgeon Sakes performs the duties of house surgeon in that department of the Hospital.

The number of surgical operations performed in the hospital within the year has been as follows, compared with those of 1861 :—

	Operations.
1861, ...	130.
1862, ...	198.

The total number of in and out-door patients who received relief at the Hospital and in its Dispensaries during the year 1862, amounted to 30,700, exclusive of the very large number treated in the Eye Infirmary.

I have much gratification in recording the fact that, in March last, His Highness the Maha Rajah of Jyepore, a native prince of great enlightenment, who is very earnest in advancing medical education in his own State, after having visited the College, munificently presented the sum of Rs. 1,000 "to be devoted to any purpose the managers of the Institution may determine."

The result of the examination of the students of the Military Class shows that the native teachers* have been diligent and successful in imparting to their pupils a useful knowledge of the elements of Medical and Surgical science.

* Shib Chunder Kurmokar, Prosono Coomar Mitter, Ram Narain Doss, and Tameez Khan.

SANSCRIT COLLEGE.

(Founded, 1824.)

FROM THE REPORT OF THE PRINCIPAL, MR. E. B. COWELL, M. A.

Number of pupils.

On the 30th April there were in all 340 students on the books of the Sanscrit College, all paying one Rupee schooling fee, except 18 Vernacular Scholarship holders, and 29 College ditto.* Seventeen under-graduate students are now reading in the College for the First Examination in Arts.

Changes in the College rules.

An important feature in the history of the College for the past year has been the abolition of all caste restrictions as to the admission of students. The College was originally open to Brahmans and Boidyas, it was subsequently opened to Kyasthas and the Nobo Sakh; but by the order of the Director in his letter No. 820, March 5, "the doors of the College are opened indifferently to the sons of all Hindu families, who occupy a respectable position in society, irrespective of the caste to which they belong." As this order only arrived at the close of the session and our numbers were very full, it has not yet been practically carried out, but it will be acted upon from the commencement of the next session.

* From the commencement of the new session all the Senior Scholarship holders will pay the usual schooling fee.

Reports of Colleges.

University Examinations.

At the last University Examination, fifteen students presented themselves for the Entrance Examination. Of these nine passed, three in the first and six in the second division, a much larger number than on any previous occasion. Five students presented themselves for the First Examination in Arts; of these *one* passed in the first division, (winning the second place in the list,) and *two* in the second. In consequence of this very satisfactory result, the College succeeded in gaining two Junior Scholarships, and two Senior, the latter tenable in the Presidency College.

College Examinations.

During the past year, two Examinations were held in the junior classes, one in September, the other in April. The Examination for the Junior and Senior Scholarships of the College was held in the first and second weeks of April. The students of the fifth or Rhetoric class were examined in the subjects of the year, English and Sanscrit. Their Examination was entirely written. In Sanscrit their subjects were the two standard works of Hindu rhetoric, the Sáhitya Darpan and Kávya Prakásh, for the two sections of the class respectively. Beside this they were examined in a portion of the epic poem of Mágha and the drama 'Sakuntalá, and one day was devoted to a searching examination in Grammar. The Smriti and Nyáya classes were examined for the Senior Scholarships. They were examined in the year's subjects English and Sanscrit, and beside these they were, as usual, examined in certain extra subjects, the former class in the tenth book of the Sáhitya Darpan, the Uttara Ráma Charita and the 'Sánti 'Satuk; the latter in the last three books of the Sáhitya Darpan (VII.—X.) the Uttara Ráma Charita and the four first cantos of the Púrva Naishadh. Both classes were also examined in Sanscrit Grammar, and in translation from Sanscrit into English and

vice versâ, as well as writing a Bengali essay. The Examinations were conducted by the Principal and the Head Master for the general subjects of the English and Sanscrit courses, the Professor examining in the special subjects of Law, Rhetoric, &c. I have nothing particular to complain of in the examinations, unless perhaps a deficiency in English, which I fear can hardly be remedied except by an addition to our staff of English Masters.

The study of Grammar.

I must not omit to mention that by the liberal aid of Government, a new and improved edition of the great Sanscrit Grammar the Siddhánta Kaumudí (so well known in Europe as the basis of Professor Wilson's Grammar,) is now passing through the press. It will, I hope, be introduced into all the upper classes and will supply a want long severely felt. With the Grammar of Pundit Vidyasagar for the lower classes, and the Siddhánta Kaumudí for the higher, I anticipate the most satisfactory results. I may perhaps mention here that to encourage the study of Grammar in the College, I again offered this year an extra Junior Scholarship of 8 Rupees for the best candidate in a special Grammar Examination. Radha Kant Upadhyay of the 'Smriti class gained it, but another student of the Nyaya class Kedar Nath Chakrabarty acquitted himself so creditably that I gave him one of half the amount.

Library.

Several valuable additions have been recently made to the library, especially in Sanscrit MSS. I would specially mention a copy of the *Harsha Charitra*, a very rare prose work by the celebrated Bána, which I hope may be ere long printed for the Sanscrit College. Sanscrit prose works are a great desideratum as we have only the Kadambari available. The *Srí Harsha Charitra* is an historical fiction, and, besides its merits in point of style, contains much historical information concern-

ing that period of Indian history contemporary with the Chinese traveller Hwen Ṭhsang. I may also mention as valuable additions to the library, MSS. of the Bhámatí and its Tíká.

APPENDIX B.

Circulars, &c., issued by the Director of Public Instruction.

Nos. 415 to 419.

Addressed to the Inspectors of Schools.

Dated 6th February, 1863.

In consequence of the Budget arrangements, it has become advisable to withdraw from the Inspectors of Schools, the power of sanctioning the expenditure of surplus schooling fees conferred on them by this office Circular, dated 30th April* 1858; and I have accordingly the honor to request that in future you will transmit all applications for the expenditure of these funds, accompanied by your own recommendations, for the sanction of this office.

[*Communicated to the Inspectors for information and guidance.*]

Nos. 2962 to 2966.

Extract from a Despatch from the Right Hon'ble the Secretary of State,—No. 8, *dated the* 31*st October,* 1862.

Para. 2.—With regard to your suggestion that the prohibition against grants-in-aid for the repair of School buildings generally should be cancelled I have to remark that it is the object of grants-in-aid to raise the standard of education, and to extend more widely the benefits of the Schools receiving

* Printed at p. 26 of App. B. to General Education Report for 1857-58.

them, and it would not be consistent with that object to relieve the Managers from the obligation of keeping the School buildings in repair. The prohibition does not apply to extensions of, and additions to, existing buildings, towards which grants may be made as well as towards the construction of new buildings.

[*Communicated to the Inspectors for information and guidance.*]

Nos. 629 to 633.

FROM

J. GEOGHEGAN, ESQ.,

Under-Secretary to the Government of Bengal,—(*No.* 2505, *dated the* 23*rd October,* 1862.)

Forwarded to the General Department of this Office for the issue of the necessary orders.

Extract from the Proceedings of the Government of India, in the Financial Department, No. 665*G., dated the* 30*th September,* 1862.

Read again extract, Home Department, No. 1853, dated the 10th April, 1862, on the subject of pensions to School Masters who receive a part only of their pay from the Government.

RESOLUTION.—His Excellency the Governor-General in Council in this Department concurs in the opinion expressed by the Home Department, and desires that it be explained to the several Local Governments and Administrations that, when a grant-in-aid is made under ordinary rules to a Society or to a School, the State is, *quoad* pension to the Masters, merely in the position of any other subscriber and does not undertake to provide pensionary support for the persons employed in the Schools to which it subscribes.

Ordered accordingly, that a copy of the above Resolution, with a copy of the extract from the Home Department, be forwarded to the several Local Governments and Administrations for information and guidance.

Ordered also, that copy be sent to Home Department for information, with reference to extract No. 1853 of 10th April, 1862.

Extract from the Proceedings of the Right Hon'ble the Governor-General of India in Council, in the Home Department, No. 1853, *under date the* 10*th April,* 1862.

Read again extract from the Proceedings in the Financial Department, No. 5126, dated the 14th of November, 1856, on the subject of pensions to School Masters who receive a part only of their pay from Government.

Read a letter from the Secretary to the Asiatic Society of Bengal, No. 277, dated the 29th of July, 1861, enclosing a letter addressed to the Secretary of State for India, soliciting the grant of a pension to Mr. Blyth, the Curator of the Society's Museum, "with special reference to the Orders contained in the Hon'ble Court's Despatch, No. 84, dated 17th September, 1856, by which it is ruled that the Masters of private Educational Institutions receiving aid from Government shall be entitled to superannuation pensions on retirement."

Resolution.—The Governor-General in Council remarks that the Court's Depatch of 1856 above referred to, had reference to the special system of education in force in the Bombay Presidency, and does not seem to have been intended to apply, or indeed to be applicable, to a case like that of the Curator of the Asiatic Society's Museum.

Circulars, &c.

As the purport of the Despatch, unless read in connection with the correspondence to which it related, seems liable to misconstruction, His Excellency thinks that the opportunity should be taken of explaining to the Governments of Bengal, Madras, and Bombay the true bearing of the Despatch, and its inapplicability to Schools and School-Masters under the ordinary Grant-in-aid system.

Ordered, that with these remarks the letter addressed to the Secretary of State be forwarded to the Financial Department for transmission to England, and for the issue of such orders on the general point raised by it as may appear advisable.

No. 2328.

Copy of the above forwarded to the Director of Public Instruction for his information and for communication to all concerned.

By order of the Lieutenant-Governor of Bengal,
JOHN GEOGHEGAN,
Under-Secretary to the Government of Bengal.

FORT WILLIAM,
The 30th October, 1862.

[*Communicated to the Inspectors of Schools and Principals of Colleges for information.*]

Nos. 2567 to 2573.

Extract from the Proceedings of the Government of India, in the Home Department, (Education) No. 3379, under date the 7th November 1861.

Circulars, &c.

Read an endorsement from the Financial Department No. 10520, dated the 27th August, forwarding copy of the correspondence, marginally noted, with the Government of the North-Western Provinces, relating to the question whether Officers of the Education Department are entitled to privilege leave in addition to the authorized School vacations.

From Government of the North-Western Provinces No. 346A., dated 20th April 1861.
To Government of the North-Western Provinces No. 5655, dated 8th May.
From Government of the North-Wesrtern Provinces No. 1352A., dated 10th August.
From Director of Public Instruction, North-Western Provinces No. 194, dated 29th June 1861.

The Governor-General in Council is unable to concur in the view taken of this matter by the authorities in the North-Western Provinces. When it is urged that officers of the Education Department are as much entitled to their one month's privilege leave, notwithstanding their enjoyment of School vacations for two months, as any other class of Officers, the reason for which the one month's privilege leave in every year is allowed, is lost sight of. It has been repeatedly declared by the Home Government that such leave is given solely to enable a Public Officer to obtain relaxation from continuous work. It was in this view of the privilege that it was long since ruled that the leave could not be taken in the same year with leave on Medical Certificate, and it was also in this view that it was long since ordered that Judicial Officers should not be allowed privilege leave in addition to the long vacation during which the Civil Courts are closed.

His Excellency in Council, is of opinion that the Officers of the Education Department have no fair claim to privilege leave in addition to the authorized vacations.

It was ruled by the Government of Bengal in 1856, that Education Officers were to be regarded as in the same category with Judicial Officers, and that they were not to be held entitled to privilege leave in addition to the authorized School vacations.

This appears to His Excellency in Council to be a proper and fair decision. Under it, Government School-Masters during the vacation may go where they please without asking leave, unless required to remain at their Stations on special duty, but they are not entitled to privilege leave in addition to the vacations. This, of course, does not apply to Officers of the Education Department whose duties are continuous, and who have no regular vacations.

Forwarded to the Inspectors of Schools with a request that the directions contained in this Letter may be communicated to the Deputy Inspectors.

14, *South Road Entally, dated September 18th*, 1862.

FROM

REV. W. O'BRIEN SMITH,

TO

W. S. ATKINSON, ESQ.,

Director of Public Instruction.

DEAR SIR,—With reference to the proposition contained in my letter of the 30th June last, I beg to inform you that, the Bengali Circulars,—furnishing information regarding the objects of the Education Gazette, the rates of subscription, and means of obtaining the paper,—are now ready for issue, and only require your sanction to be forwarded to the Deputy Inspectors for distribution in their several districts.

I have, in compliance with your request, prepared a few directions for the Deputy Inspectors, explaining briefly what is required of them as agents for the Education Gazette, and now beg to submit the same for your approval. I hope you will not think I am asking the Deputy Inspectors to do too much.

Circulars, &c.

1. The Deputy Inspector of Schools of each district shall, as agent for the Education Gazette, take every opportunity of promoting the circulation of the Journal among all classes of people in his district.

2. He shall register the names of subscribers, and receive the amount of their subscriptions, and remit the same by Treasury draft, or other safe mode of remittance to the editor of the Education Gazette, either monthly or quarterly, as most convenient. [Monthly remittances would be preferable.]

3. On the receipt of such subscription, the Deputy Inspector shall forward to the editor, the name and address of the subscriber, stating in full, in Bengali, the name of the village, thannah, and zillah, so as to insure the paper being properly directed and reaching its destination.

4. On the death or withdrawal of a subscriber, the Deputy Inspector of the district, as soon as he becomes aware of the fact, shall send intimation of the same to the editor in order that the paper may be stopped in time to prevent loss on postage.

5. In addition to a copy of the Education Gazette, which will be sent free to the Deputy Inspector of each district, he shall receive a commission of 12 per cent. on all collections above 20 Rs., and he shall be at liberty to deduct the amount of commission due to him, when making remittances to the editor.

6. The postage on all business letters addressed to the editor of the Education Gazette shall, in the first instance, be paid by the Deputy Inspectors, and the amount will afterwards be refunded to them.

I am,

Yours faithfully

W. O'BRIEN SMITH.

Circulars, &c.

Nos. 2105 to 2107.

Addressed to the Inspectors of Schools, South East, Central, and South West Divisions.

Dated 9th August, 1862.

SIR,—I have the honor to forward for your information and guidance the official papers noted in the margin in which a new scheme is sanctioned for the extension of elementary vernacular Education in Bengal.

A printed copy of Bengal Govt. letter No. 426 Dated 1st October 1861 to my address with enclosures.
Ditto of my letter No. 1341 Dated 22nd May 1862 to Govt. with enclosure.
Ditto of Govt. reply No. 1177 Dated 12th July 1862.

2. In a conference held at my office you have already been made acquainted with my general views regarding the steps to be taken by you in carrying this measure into practical operation, at present it is unnecessary for me to issue further instructions, no receiving a report from you detailing the results of the preliminary enquiries which you have been desired to set on foot, precise and definite orders will be communicated to you.

No. 426.

FROM

J. MUNRO, ESQ.,

Offg. Under-Secretary to the Govt. of Bengal.

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

Fort William, the 1st October, 1861.

SIR,—I am directed to forward to you the accompanying copy of a letter from the Secretary to the Government of India in the Home Department, No. 1763, dated the 21st ultimo, together with transcript of one (No. 633) which was addressed

to that Officer under date the 19th of October last on the subject of popular education in Bengal, and to request that, as enjoined by His Excellency in Council, you will be so good as to prepare your budget for the year 1862-63 upon the basis of the arrangements proposed in the last-mentioned communication.

I have the honor to be,

SIR,

Your most obedient Servant,

J. MUNRO,

Offg. Under-Secretary to the Govt. of Bengal.

FROM

W. GREY, ESQ.,

Secretary to the Government of India, Home Department.

TO

E. H. LUSHINGTON, ESQ.,

Secretary to the Government of Bengal.

(No. 1763, dated the 21st September, 1861.)

SIR,—With reference to the Resolution of the Governor-General in Council, dated the 11th July, 1859, by which information was called for on the points connected with education noticed in the Despatch of the Right Hon'ble the Secretary of State, No. 4 of 1859, and to the several Reports received in reply thereto, I am directed by the Governor-General in Council to request that His Honor the Lieutenant-Governor will cause the Education Budget for Bengal for the year 1862-63 to be prepared upon the basis of the arrangements proposed in the Report submitted by the Government of Bengal for the extension of educational measures in the Lower Provinces.

2. It is not probable, indeed, that it will be in the power of the Government of India to assign the whole of the amount

which may be thus asked for, but when all the Budgets have been received and the Financial Department shall be in a position to determine what aggregate sum can be allotted to education in 1862-63, the amount so allotted will then be apportioned among the several Governments and Administrations, as may appear to the Governor-General in Council advisable on a careful review of the several Budgets.

3. On some general questions, and questions of principle which are raised by some of the Reports above referred to, the views of the Governor-General in Council will intermediately be communicated, and the ultimate appropriation of the funds allotted to each Local Government or Administration will, of course, be made in accordance with such views; but beyond that, the Government of India will be desirous to leave the local assignment of the amount allotted for education to each Government and Administration entirely in the hands of each Government and Administration.

No. 633.

FROM

The Secretary to the Government of Bengal.

TO

W. GREY, ESQ.,

Secretary to the Government of India, Home Department.

Dated Fort William, the 19th October, 1860.

SIR,—I am directed, with reference to your several letters noted in the margin, to forward the views of the Lieutenant-Governor on the subject of providing cheap Schools for the masses, and of improving and extending Vernacular education generally.

21st of January, 1859.
17th of May, „
15th of August, „
17th of October, „
(Docket) 16th of Dec. „
21st of February, 1860.

Circulars, &c.

2. The Lieutenant-Governor has referred to Lord Stanley's despatch on the subject of education generally, which was received after the first of your letters under acknowledgment had been forwarded, and in which various important points connected with education are discussed, but the present communication will be confined to an exposition of his views regarding vernacular education for the lower classes, and to the question of the funds from which such education must be supplied. The Lieutenant-Governor, in pursuance of the instructions contained in your letter of the 17th of May, 1859, has consulted on this important subject not only the officials of the educational department, but several other gentlemen, Europeans and Natives who have either had practical experience in dealing with Village Schools or have always shown an interest in the elevation and well being of the ryots. The information given by the above gentlemen, whose names are entered in the margin, is herewith forwarded: and aided by their opinions as well as by a consideration of the means hitherto employed for this object the Lieutenant-Governor is now enabled to explain the plan which he recommends for the attainment of the object in view.

W. S. Seton-Karr, Esq.
Dr. F. J. Mouat.
G. Smith, Esq.
N. P. Pogose, Esq.
R. Hand, Esq.
Rev. W. Kay.
J. Long.
T. Sandys.
J. Ogilvie.
B. Geidt.
K. M. Banerjea.
Rajah Radhakant Deb Bahadoor.
„ Prosunnonath Roy Bahadur.
„ Suttchurn Ghosal.
„ Sutteschunder Roy.
Raiprosunno Narain Deb.
Baboo Issurchunder Surma.
„ Rommanath Tagore.
„ Prosunno Coomar Ghose
„ Pearychund Mitter.
„ Samachurn Sircar.
„ Debendernath Tagore.
„ Issurchunder Ghosal.
„ Shibchunder Deb.
Moonshee Ameer Ally.

3. The Lieutenant-Governor clearly understands the intention of the Government of India and of the Home Government to be, that grants-in-aid are not to be applied to the extension or support of purely indigenous Schools, but are reserved for English Schools, for Anglo-Vernacular Schools, for Normal-schools, for Inspectors' returns and list must

for Vernacular Schools of a comparatively high order. The present object then is to devise some scheme for the instruction of the lower agricultural classes, which may be tried at once experimentally but shall be capable of easy extension and be not ill adapted to any existing system; suitable to the wants of the people; not calculated to offend their prejudices; and above all, shall not be attended with inordinate expense, not only at first, but when developed to its fullest extent.

4. Bearing this in mind the Lieutenant-Governor has come to the conclusion that our best chance of success lies in basing a new scheme on the indigenous Schools already existing throughout the district of Bengal, and indeed, to be found more or less in every part of India. He has fully considered every thing that can be said, and that has been said to the disparagement of these primitive institutions. The poor appearance of the sheds used as School-houses: the ignorance, obstinacy and prejudice of the Gooroos who preside over them; the almost total want of School books, the very humble character of the instruction generally imparted; and the poverty of the scholars, have not been overlooked. But if we are to convey instruction of any kind to the lower orders, we must not, the Lieutenant-Governor thinks, affect to disregard the kind of instruction that the people have hitherto sought and approved. All attempts made to reach the mere agriculturist, however praiseworthy, and by whatever amount of talent and energy supported, must fail wherever they are not in unison with the habits and feelings of the people. The kind of instruction which the people naturally desire must not be forgotten. The aid of the Village School-masters must be invoked. The possibility of elevating and improving both the Schools and School-masters should not be hastily disregarded. Any scheme involving the abolition of all existing Village Schools generally, and the deprivation of all the School-masters, must encounter obstacles that may be insurmountable.

17th of (Docket) 16th 21st of Feb

5. The ground work of the plan which the Lieutenant-Governor contemplates must therefore be the present indigenous Schools. That they exist in numbers, in Lower Bengal especially, is unquestionable. Mr. Long estimates that in Bengal alone there are 30,000 Village Gooroos; and indeed all persons who have been consulted, at any time when the question of vernacular education has been under consideration, from the time of Mr. Adam downwards, however they might differ as to the possibility of improvement, have had no doubt as to their existence, or as to their numbers. The Lieutenant-Governor, then, approving only of a scheme which shall openly recognize the existence and utility of these institutions, would set about this recognition in the following manner.

6. Lists of every Village School in each Zillah that may be included in the scene of operation, should be prepared by the Education Department, in communication with the district Officers. The Inspector, aided by Deputy Inspectors, should then proceed to make his selection of those Schools which he may think most important, and most capable of improvement. In doing this he would naturally be guided partly by personal and partly by local considerations. In this selection much will depend on the judgment and tact of the Inspecting Officer.

7. When the requisite number of Schools shall have been selected, the Inspector must endeavour to induce the Gooroos, or the proprietors and supporters of the School, who are often Talookdars and middlemen, to submit to periodical inspection. To this end the Lieutenant-Governor would not propose that any pledge should be demanded from either School-masters or proprietors as to the repairs of the School-house, or the number of scholars; or that any weekly or monthly returns or statements of any kind should be forwarded to the Inspectors. This Officer, before admitting the School on his list must take care to satisfy himself that there is a School-house in

existence, and that it has a fair daily attendance of scholars, also that the Master is willing to receive the support of Government. The erection and repairs of the School-house being left to the inhabitants, the teacher would be chiefly remunerated, as he is now, by the fees of the scholars. In this way the cost of the institution of the School and the greater part of the expense of its maintenance, being still defrayed by the people of the neighbourhood, the scheme, even when fully developed, need not be impracticable from its costliness. But, in order to enlist the sympathies of the teacher, and to overcome his prejudices, as well as to raise the character of the institution, the following means are suggested. Books should be supplied to the Schools at a very low price. These books should contain, in a compact form, all that has hitherto been taught at such places by dictation: namely, Arithmetic, agricultural and commercial accounts, forms of agreements, quittances of rents, bonds, &c., and even models of the complimentary or formal letters which inferiors constantly address to their superiors. The Lieutenant-Governor does not feel warranted in despising this last kind of instruction, because it is not conveyed to the son of an English peasant. It is sufficient for our purposes that such instruction has been imparted in India for generations. The above course will enable any lad of ordinary intelligence, to read and write correctly and to see that he is not cheated in his accounts, by the Mahajan or the agent of the Zemindar. A book of this kind has been in use in some Schools near Calcutta; and as being in every way suited for the purpose, should be largely supplied to other similar Schools.

8. On this rude and primitive foundation, the Lieutenant-Governor would build a structure of a better kind, taking great care, however, that the higher and better instruction offered should not be too much in advance of the requirements

of the people. He would rigidly exclude all attempts at English instruction; or at imparting to Bengal village boys information which can in their case serve no purpose but to puzzle their heads with strange names and foreign ideas. He would restrict the improved course to the measurement of land; to some short Bengali Grammar of the simplest kind; and to the very first elements of Geography, and of Indian History. If the sons of ryots in addition to the present course of village instruction, can be induced to read books of instruction and amusement (which must be for the most part written for the purpose); to write with neatness on leaves or paper; to measure their own lands correctly; and to know a little about the existence of other countries and the history and condition of their own, with the prospect of a better education for their sons, a great step will have been made.

9. When the selection of certain schools has been made, and when it has been formally announced that the course of instruction shall not be hastily changed, and shall be supplied with the mechanical aids of which it has hitherto been destitute, it will still be necessary to secure the co-operation of the Gooroo. But to this end the Lieutenant-Governor thinks that any compulsory examination, which some gentlemen have recommended to be forced on such persons, would defeat the object which we have in view. It is useless to expect that the ordinary race of village teachers would submit to any ordeal of the kind. All that can be done is by conference, by judicious advice, and by holding out hopes of reward, to stimulate the best men of the class to greater exertion, and to lead them to adopt an improved course of study. This, it must be conceded, is the one difficulty of the scheme. But it does not seem an insurmountable difficulty. When a certain number of Gooroos shall have been induced to adopt the improved system, the feeling of the people will be so much in favour of it as to

force it upon the remainder, or to drive them out of employment.

10. It is here, of course, that the substantial aid of Government must come in, and there can be no inducement so powerful as a payment of a reward in cash. He would take care that these rewards should be quite distinct from any system of grants-in-aid. They would be distributed within a fixed limit by the Inspector on his being satisfied that the school had been well attended by scholars who had passed a fair examination in the subjects, to which it is proposed in this letter to limit the education of the ryot. In this way the minute returns, the lengthy statements, and the constant supervision necessary in the system of grants-in-aid, and noticed as prejudicial by Dr. Mouat in his letter of the 20th of August, 1859, would be quite unnecessary; while, on the other hand, care must be taken that rewards are not given for mere musters of boys, collected together to make a good show. Visits should take place only as often as is necessary for a fair knowledge of what is going on. We know that when the inhabitants want a school, they will maintain one. If the son of an agriculturist wishes to learn anything at all, he will attend such a school, and if the Gooroo is capable of teaching any thing at all, he will find scholars. It is to the improvement of such schools when brought into existence by the voluntary act of the inhabitants, that the State must look. The reward given to the Gooroo need in no case exceed half the fees which he receives from his scholars; or say a sum of Rs. 30 or Rs. 36 a year; and it often need not amount to so much. Taking the average of a Teacher's earnings at five Rupees a month, the sum spent in rewards to each school master would not on an average exceed 60 Rs. a year; and the Lieutenant-Governor believes that the prospect of such a sum would stimulate all but the most apathetic and bigotted teachers. If any Goo-

roo proves impervious to advice, encouragement, or the hope of reward, or having promised largely, fails to fulfil his promises, he will at once be struck off the Government list. But if by advice, conciliatory treatment, books, and substantial rewards, even a dozen schools were led to adopt a better and higher kind of instruction in any one Zillah, the latent energies of neighbouring school masters would in time be exerted, and if a scheme so based should once gain a secure footing there might eventually, the Lieutenant-Governor thinks, be no limit to the extension of vernacular education except the wants of the people.

11. The Lieutenant-Governor has no objection to see a few Vernacular Schools established by Government, to serve as models to the indigenous schools. He thinks that about half a dozen of these should be established in each district, on the scale to be explained hereafter, but he would avoid the error of establishing them at the Sudder Stations, or even necessarily at the stations of sub-divisions. These places have been sometimes selected under the idea that supervision could there be most readily exercised. This is true, but the tendency of the native servants of Government whose sons mostly frequent schools at such places, is to wish for English education, and Vernacular Schools so situated might not attract the class of scholars for whose benefit the present scheme is intended. The places selected for the model schools to be established by Government should be not bazaars, but thickly populated rural villages, inhabited partly by artizans but mainly by agriculturists of rather the better class. The things taught in the Government institutions should be absolutely identical with those taught in the indigenous institutions. The house will be better built, and the teachers better educated and better paid, and books and writing materials will from the first take the plan of dictation, and scribbling on sand. Of course such

schools cannot be established at the cost of 50 Rs. a year, which sum, by the plan now under discussion, it is proposed, shall be the limit of expence for all purposes in each purely village school. The Government would have to build the school house and to keep it in repair, and the salary of the head teacher, who might be available for the occasional inspection and examination of other schools, could not be fixed at less than 20 Rs. a month: this sum to be paid exclusive of the fees, which should be demanded from the scholars at the monthly rate of one anna or two annas a head. Books must be supplied at a very trifling cost, as to the other schools previously in existence.

12. The arrangements being approved for the supervision of the indigenous and for the establishment of Government Schools to serve as models, there remain for consideration the staff by which the schools are to be selected, supervised, and in some degree controlled. For this it would be necessary to have a staff of Deputy Inspectors. But as repeated visits and constant supervision by such Inspectors do not form a part of the present proposal, it would be possible, the Lieutenant-Governor thinks, to have the work performed by a moderate number of such officers. Taking the scale of indigenous schools to be visited, at 100 per Zillah, at first, and each school to require visits not much more than once a quarter, there would be 400 visits to be performed annually. To do justice to this number, not less than four Deputy Inspectors would be required, who would each have 25 schools to look after in his own Circle. The Deputy Inspectors might reside near the model schools, and bestow a close attention to their improvement at such times as they were not going the round of the villages. Institutions wholly supported by Government obviously demand and can endure a more strict superintendance than independent institutions, presided over by Gooroos self-

elected, or chosen and paid by the talookdars and ryots. And one main object of the plan which the Lieutenant-Governor is now proposing is, that the retention of the indigenous schools on the Government list should depend not on minute control, but on the results shewn at each Examination.

13. The expence of this scheme would be as follows. The Lieutenant-Governor will take the number of 100 schools, with six model schools, and their necessary staff as one suitable for an experiment, and capable of being enlarged by doubling or trebling, or quadrupling the scale of the whole expenditure. Thus, 100 indigenous schools in each district costing 50 Rs. a year in all, would amount to 5,000 Rupees a year. The model schools could not be supported at a less cost than 30 Rs. a month including the salary of the head teacher fixed at 20 Rs. or Rs. 360 a year. The salaries of the Deputy Inspectors must be liberal, to secure the services of men of independence, honesty and energy; and the Lieutenant-Governor does not think that qualified persons could be secured for less than 100 Rs. a month, including travelling allowances. Thus the whole expense for one district would be as follows :—

	month	*year*
100 Indigenous Schools, ...	,, ...	5,000
Six model Schools each at 30 Rs. a month,.....	180 ...	2,160
Four Sub-Inspectors at 100 Rs. a month, each,	400 ...	4,800
		11,960
Total in round numbers, Rs. ...		12,000

14. It is by no means the intention of the Lieutenant-Governor to recommend that the support of the State should be limited to one hundred Schools in a district, with half a dozen model Schools, and a corresponding staff of Inspecting Officers. The above is taken as a fair proportion to start with,

on a reasonable scale of expenditure, worthy of being tested, and should the plan succeed, it will be a mere question of money whether the numbers, as before stated, should not be doubled, trebled, quadrupled or still more largely multiplied. If the time should ever arrive when we could* show one thousand village Schools to a district, aided by Government, and affording the agriculturists a simple and practical education, commensurate with their wants, the State, in such a case, might be held to have fairly done its duty by a neglected portion of its subjects.

15. The above plan has already been tried in some of the districts of Bengal, to a very limited extent, and it is now under trial in Assam.

16. Another plan of dealing with indigenous schools has been tried by Mr. Woodrow, the Inspector for East Bengal. Its basis of operations is partly the same as that of the plan above recommended. The village Schools, with their primitive instruction, are taken as they are found. The difference, is in the treatment of the Schools and of the masters.

17. Mr. Woodrow selects three Village Schools within a circle of two or three miles of each other. To these three Schools, one Pundit is attached by Government, who receives a salary of 15 Rs. a month, and who visits each of the three Schools, once a week; spending two days at each School. It is the business of the Pundit to prevail on the village Gooroo to adopt an improved course of instruction and to show him, practically, the details of this course. For this end, money is freely spent in rewards to such Gooroos as consent to enter on a new system, and these rewards are, of course, exclusive of the salaries of the Pundits. It often happens that of the three schools one assumes a marked superiority over the other two,

* The number of villages in a large district is about 5,000, this would give one school to every five villages.

and when this result takes place, and the inhabitants exhibit an anxiety for a permanent teacher to supplant the Gooroo, the Pundit is then appointed to be their teacher on a salary not of 15, but of 10 Rs., the difference being made up to him by the fees of the scholars; and the school thus becomes in every respect a Vernacular School wholly maintained by Government. This experiment, as tried by Mr. Woodrow, already embraces in round numbers 200 schools in an aggregate of three or four districts. The cost of each of the three schools to which the pundit's salary is chargeable, has been *hitherto* 6 Rupees, *i. e.* 5 rupees salary, and 1 rupee for rewards, and the cost of any one school when fairly converted into a Government School could not be taken at less than 15 Rs. *i. e.* 10 Rupees salary and 5 Rupees incidental expenses.

18. The expense of this plan, when fully developed, seems to the Lieutenant-Governor to be excessive, for the cost of each school, when perfect, would be 180 Rupees a year. A district of ordinary size contains about 5,000 villages, and one school to five villages is a fair allowance. The ultimate expence then in such a district would be Rs. 1,80,000 a year; besides the cost of model schools and inspectors. By the plan recommended the amount for the village schools only would not exceed Rs. 50,000.

19. It is not the intention of the Lieutenant-Governor to recommend normal schools for teachers, as part of this scheme, because he thinks that no normal school other than a provincial one, for each district, would ever supply, to the fullest extent requisite, teachers for the lower class of schools. It would be unreasonable to expect any teacher brought up at a normal school at Calcutta or Hooghly, to proceed to teach scholars in the province of Cuttack or the division of Dacca, on such a moderate salary as must be assigned to teachers of schools in those localities. The teachers for each district must

be furnished in and by the district; and, in this view, the Lieutenant-Governor thinks it unnecessary to make a district normal school for teachers in village Schools a part of his scheme. For the purely vernacular schools contemplated by this project we ought to look to the model vernacular schools proposed to be established. If the support extended to the native village schools should result in success, that success will immediately raise the character of the schools and of the indigenous teachers, and will call forth fresh teachers, as a natural consequence, and thus we shall attain our object.

20. The experiment may be tried at any time, in some of the populous districts of Lower Bengal, when the money is available. The Lieutenant-Governor thinks that it will be wise to commence, not with the most civilized parts of the 24 Pergunnahs, Baraset, or Hooghly, where the cry of the inhabitants is for an English education as tending to employ and preferment, or at any rate not with the portions of those districts in the vicinity of Calcutta, but rather with more distant Zillahs almost equal in population, but not so constantly brought into contact with the advantages of civilization.

21. Considering the new schemes of taxation now being every where introduced, the Lieutenant-Governor is opposed to any attempt to impose any special cess, for any educational purpose. By the present scheme the people pay for the chief cost of vernacular schools. The aid to be given by Government may fairly come from the general revenues.

22. The main features of the scheme now recommended, seem to have the merits of simplicity, cheapness, and facility for indefinite extension. Several of them are recommended by the united judgments of experienced gentlemen of different professions, European and Native. There are difficulties in all plans; but whatever difficulties there are in this plan, it is believed that they are not more than can be surmounted by the

known tact, ability and earnest of those to whose hands its execution would be entrusted.

I have, &c.,

(Signed) W. S. SETON-KARR,

Secretary to the Govt. of Bengal.

FROM

W. S. ATKINSON, ESQ.

Director of Public Instruction.

To

J. D. GORDON, ESQ.

Junior Secretary to the Government of Bengal.

(No. 1341, dated the 22nd May, 1862).

SIR,—In the Budget of this Department for 1862-63, a sum of Rupees 30,000 has been set aside for the purpose of initiating the scheme recommended by the late Lieutenant-Governor* for the extension of Vernacular Education in Bengal, and I have now to solicit the orders of Government as to the particular mode in which the funds so appropriated shall be employed. In doing this I must be permitted to offer briefly, for His Honor's consideration, some general explanations and suggestions regarding the working of the proposed measure.

* No. 633, dated 19th October, 1860.

2. Early in last year, Mr. Woodrow having informed me that he had in hand a considerable balance belonging to the Reward Fund sanctioned for the old Division of South Bengal, I authorized him to employ this money in making a trial of the projected plan, as far as circumstances would permit, in one or more of the districts of his Division. He accordingly selected Zillah Burdwan as a part of the country that appeared well suited for the experiment, and he has now submitted a Report,

which will be found annexed, detailing the arrangements adopted by him in introducing the new system.

3. His Honor will observe that an important, indeed the *most* important, feature of these arrangements formed no part of the original scheme. It consists in the transfer of a certain number of the Gooroos of the Village Schools under improvement, with stipends of Rupees 5 per mensem, to a Normal School, where they are to remain for a year, and receive instruction in their proper duties as Teachers, while Normal School pupils are sent to act as their substitutes in the Village Schools, with salaries of Rupees 12 per mensem—the cost of the arrangement being thus, Rupees 17 per mensem for each School.

4. This measure I consider a valuable addition to the proposed scheme, for it supplies at the outset, and in a practical manner, an obvious and acknowledged want for which that scheme makes no provision. It must of course be admitted that no one can impart to others what he does not know himself, and this leads to the irresistible conclusion that any attempts to improve existing indigenous Schools, which do not include a provision of some sort for giving instruction to the Gooroos, must, of necessity, result in failure.

5. The plan which has been tried experimentally by Mr. Woodrow for fulfilling this indispensable condition, seems to be alike popular with the Gooroos and the villagers, while it promises to be more effective than any other in supplying to the former, the sort of knowledge and skill which they especially need. I propose, therefore, to adopt it generally, as far as circumstances will permit, and, in order to render it still more attractive to the Gooroos, I would make them this further offer that, at the end of their year of training, they shall each receive, on examination and approval by the Inspector, a certificate, carrying with it a stipend of one Rupee per mensem—

the certificate to continue in force for two years, and to be renewable, from time to time for the like period of two years so long as the Gooroo continues in the regular discharge of his duties to the satisfaction of the Inspector.

6. With this addition, I am disposed to think that the plan will be very generally successful in most of the districts of Bengal; and, if so, one step at least will have been gained towards the solution of a most serious practical difficulty.

7. The expenditure occasioned by this arrangement will be, for the first year, Rupees 204 for each School, being at the rate of Rupees 17 per mensem. At the end of the year this charge will cease, and the Gooroo returning to his School will simply receive quarterly or half-yearly payments, in the nature of rewards, which will be proportional in their amount to the attainments of the scholars, as estimated by the Inspector in his periodical examinations.

8. It will be seen that Mr. Woodrow has laid down a graduated scale for determining the amount of the rewards to be given to the Gooroos. This scale I am prepared to adopt provisionally. Experience alone can decide how far it will suit existing circumstances. The expenditure for rewards, as determined by this scale, will naturally be small at first; but, as the Schools improve, it will increase from year to year till it reaches some nearly stationary limit not yet assignable, but probably on the average not exceeding the Rupees 30 per School at which it has been estimated. Should it be found that the scale now fixed entails too heavy a charge, it may of course be altered.

9. The allowance proposed for each School being fixed at Rupees 50 per annum, there remains for disposal a sum of Rupees 20 per annum after the stipulated rewards, as now estimated, have been paid to the Gooroos. This will perhaps be barely sufficient to defray the cost of a proper proportion

of prizes for the children, as well as to provide the stipend of Rupees 12 per annum, which the Gooroo will draw in right of his certificate. If additional expenditure is required, it will however be but small, and should not in any case exceed Rs. 10 per annum.

10. The plan sketched out by the late Lieutenant-Governor contemplates the establishment of six "Model Schools," each costing Rupees 30 per mensem, for every district that furnishes 100 Schools for improvement. These "Model Schools" would no doubt be good things in themselves, but I am disposed to doubt their usefulness as "Models." In some districts where good elementary Schools are scarce, or altogether wanting, it may perhaps be desirable to establish two or three of the class referred to; but generally I am of opinion that it will be a more practically useful plan to substitute, for the six Model Schools, a single Training Institution, consisting of a Model School with a *Normal Class* attached, in which the present and future Gooroos of the district may be instructed in their duties under the arrangements indicated above.

11. In a Normal or Training School of this kind, with its connected Model School, great care must be taken to fix the course of study with special reference to the elementary nature of the work it is required to do. A high standard would be fatal. Still, however, every thing should be as perfect in its degree as it is possible to make it. Such an Institution may, I believe, be maintained in complete efficiency for Rupees 180 per mensem, the sum set aside for the support of the six Model Schools for which I propose to substitute it.

12. It will not, however, be necessary to establish one Normal School of this kind for every hundred of the primary Village Schools to which our operations may extend, so that funds will still be available for the support of a few of the Model Schools in districts, where it is thought they may be useful.

13. As regards the machinery for supervising the Schools now to be brought within the scope of our operations, I would ask authority to appoint Deputy Inspectors from time to time as occasion requires in about the proposed proportion, *viz.*, one Deputy Inspector to twenty-five Schools. They should receive salaries of Rupees 75 per mensem, and be permitted to draw travelling allowances on the same terms as the Deputy Inspectors of the higher grades. These allowances would probably not exceed Rupees 25 per mensem, except in very straggling districts, so that the total charge for each of these officers may be estimated at Rupees 100 per mensem, which is the amount set down under this head in the scheme of Sir J. P. Grant.

14. I now revert to the more particular question relating to the disposal of the Rupees 30,000 which have been set aside for carrying out the new scheme during the current year.

This sum I propose to divide into three portions of Rupees 10,000 each, to be appropriated as follows :—

Rupees 10,000 to the Inspector of Schools, South-West Division, for carrying on and extending the operations commenced by Mr. Woodrow in Zillah Burdwan.

Rupees 10,000 to the Inspector of Schools, Central Division, to commence operations in Zillah Nuddea, and

Rupees 10,000 to the Inspector of Schools, South-East Division, to be employed for the like purpose in Zillah Dacca.

15. These particular districts in the Central and South-East Divisions have been provisionally fixed upon as being within easy reach of existing Normal Schools, but it will be best to give the Inspectors a discretionary power to select other districts should they consider it desirable to do so.

16. It is not expedient, nor indeed possible, to lay down at present precise Rules for the specific allotment of the money

assigned to each Inspector, but speaking generally, the expenditure will be follows :—

1 Duputy Inspector, ...	Rs.	1,200
Gooroos transferred to Normal School, say 35, at Rupees 17 each per mensem, Rupees 595 per mensem =.....	,,	7,140
Rewards and Contingencies, say	,,	1,660
Rupees,...		10,000

Each of the three Inspectors, however, should be permitted, if he thinks it desirable, to establish one model Primary School at a cost not exceeding Rupees 30 per mensem, or Rupees 360 per annum, the requisite funds being obtained by reducing the number of Gooroos to be transferred to the Normal Schools.

17. These arrangements will absorb the Rupees 30,000 assigned in the Budget of the current year for bringing into operation the scheme of the late Lieutenant-Governor; but, in order to make proper provision for the extension of the measures now recommended, I beg to solicit that a further grant be sanctioned for the immediate establishment of three Normal Training Schools, of the class already described, at a cost, for each, of Rupees 180 per mensem, or Rupees 2,160 per annum. This will involve an expenditure of Rupees 6,480 per annum when the three Institutions are in complete working order, but probably not more than two-thirds of this sum, or say Rupees 4,500, will be required during the present year.

18. It is my intention to recommend, in a separate communication, the establishment of Normal Schools of a superior class at Patna and Cuttack.

Circulars, &c.

FROM

H. WOODROW, ESQ,

Inspector of Schools, Central Division.

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated the 30th April, 1862.

SIR,—I have the honor, in accordance with your directions, to submit, for your information, a brief account of the trial of the scheme proposed by the late Lieutenant-Governor of Bengal, for the improvement of Vernacular Schools, that has, during the past year, been carried on in the Burdwan district, and to a slight extent in Hooghly and Midnapore.

2. The principle of Sir J. P. Grant's plan is, that we must not disregard the kind of instruction which the people have hitherto sought and approved, but, on the contrary, must recognize its utility and try to improve the indigenous Schools where it has been given.

3. The mode of proceeding I adopted in carrying out this scheme was to select some district in which the Schools were most susceptible of improvement, but where the desire for English was not so strong as in the neighbourhood of Calcutta.

I accordingly selected the Burdwan district as the most eligible place at the present time for carrying out the scheme, and directed the Deputy Inspector, Baboo Kalidas Moitri, to select thirty Schools for the experiment. At his earnest request I raised the number to thirty-nine.

4. In the directions I sent him for guidance my aim was to give a few plain Rules which the Gooroos could easily comprehend.

The following were some of the most important directions.

5. The *inducement* to Gooroos to introduce printed books and improved plans of writing will be rewards in solid cash for

work done, since Rupees will plead more forcibly than words, if no religious or inveterate prejudices are offended.

6. The *rate of reward* will in no case exceed half what the Gooroo receives from his pupils. As these receipts are calculated to be about Rupees 5 a month, the total sum allowable in a year for one School will be Rupees 30.

7. The *studies* will be Reading, Writing, and Arithmetic, and when some progress has been made, Mensuration, Zemindaree and Mahajuni Accounts, Forms of Agreement, Bonds, Quittances for rent, and Models of letters which inferiors address to superiors. The book selected for this purpose is the second edition of the Patra Koumadi. (The School Book Society undertook to bring out this book in an improved form, but I regret to say that it has not yet been passed through the Press.)

8. The easiest elements of Bengali Grammar, Geography, and History will be sufficient, and even this should not be taken in hand till satisfactory progress is made in the other subjects.

9. The *Returns* will only be made once a year, and will be prepared by the Deputy Inspector from the Attendance Register kept by the Gooroos. This is the only Register which the Gooroos will be required to keep.

10. The *scale of rewards* to the Gooroos will be *nothing* for boys who cannot read, spell, and write at dictation words of three letters, and say the Multiplication Table up to ten times ten.

One pice monthly for every boy who can read and explain the meaning of words and sentences in the 3rd No. of the Infant Teacher, or in some similar book, and who can do sums in simple Addition, Subtraction, and Multiplication.

One anna monthly for every boy who can read and explain the 4th No. of the Infant Teacher, who can work easy sums

in Mental Arithmetic, and can do, on his slate or on plantain leaves, simple sums in Compound Addition, Subtraction and Multiplication.

Two annas monthly for every boy who can read and write without gross blunders, who can work sums in the Rule of Three, who can copy a map neatly, who knows the proper Forms of address, and who has made some progress in the knowledge of Zemindaree and Mahajuni Accounts.

Four annas monthly for every boy who completes the highest course prescribed for indigenous Schools.

11. *The time for rewards* will be half-yearly or quarterly, as may be found most convenient, and the amount will generally be determined by the number and progress of boys whom the Inspector examines.

12. The above directions were, I conceived, in strict accordance with the scheme of His Honor the late Lieutenant-Governor. I felt, however, that it was still necessary to set before the Gooroos some standard to which they might strive to rise. The order to improve themselves and their Schools would be inoperative with men who did not know how to set about the work, and could not conceive what a good School was like.

The Marquis of Hastings, in reference to a scheme for Vernacular education somewhat similar to that now under discussion, observed that the Village School Masters could not teach that in which they had themselves never been instructed. I have accordingly selected eleven Gooroos, and prevailed on them to study a year at the Normal School, with stipends of Rupees 5 a month each, and placed Normal School Students to officiate for them on salaries of Rupees 12 a month each, together with such fees as they may be able to raise.

This plan is popular, and I could have indefinitely increased the number, had there been funds to do so.

13. The expenditure has thus been Rupees 17 a month for each School thus improved, or Rupees 187 in all, but when the year is up, the Gooroo will return and will be paid according to results, and the officiating substitute will go to some other School. The villagers, seeing what is the proper way of managing a School, will keep the Gooroo up to his work, while the Gooroo himself, from his stay in the Normal School, will have some idea how to fulfil his duties properly.

14. The amount given in Burdwan to the Gooroos of the Schools under improvement has been but small.

15. In Midnapore a scale of one pice for every page read by boys able to spell words of four letters has been adopted. There are, as left by Dr. Röer, nineteen Schools under improvement, and the sum paid has, in some cases, exceeded the limit of Rupees 30 a month to each School. It is as well to be liberal at first in order to shew Gooroos what may be gained by labour.

16. Besides these payments, books and maps have been circulated among the Schools, and prize books given to the best boys in all the Zillahs.

17. I am of opinion that to carry out the scheme of Vernacular education successfully, some instruction for the Gooroos is absolutely necessary, and I am happy to find that this opinion is supported by the authority of Dr. Marshman in his "Hints for Native Schools." A short epitome of these Hints is given in Marshman's "Life and Times of Carey, Marshman, and Ward," Vol. II., page 119.

Without some plan for teaching the Gooroos, whether by their temporary transfer to a Normal School or by the "Circle System," I am afraid that much time and much money will be spent before any decided improvement is made in indigenous Schools.

Circulars, &c.

18. The subjoined account of the expenditure between the 16th March, 1861, when I became Inspector, and the 30th April, 1862, is forwarded for your information.

No. 1177.

FROM

THE HON'BLE A. EDEN,

Offg. Secretary to the Government of Bengal,

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

Fort William, the 12th July, 1862.

SIR,—I am directed to acknowledge the receipt of your letter, No. 1341, dated the 22nd May last, with enclosure, soliciting the orders of Government as to the particular mode in which the sum of Rupees (30,000) thirty thousand, set aside in the Educational Budget for 1862-63 for the purpose of initiating the scheme, for the extension of Vernacular Education in Bengal, recommended by the late Lieutenant-Governor, is to be employed, and suggesting certain modifications and extensions of the original scheme.

2. You now propose, instead of the six Model District Schools which formed part of the original scheme, to establish, in each of the districts of Nuddea, Burdwan, and Dacca, one Model School, with a Normal Training School attached for the instruction of the Gooroos of indigenous Schools. It is intended that a certain number of the village Gooroos of the district shall be withdrawn from their Schools and placed at this Institution, with stipends of Rupees 5 per mensem, to learn their duty as teachers, their places being temporarily filled by Normal School pupils on a salary of Rupees 12 per mensem. At the end of the year of training, each Gooroo will, on returning to his School, receive, on examination and approval by the

Inspector, a certificate carrying with it a stipend of one Rupee per mensem to continue in force for two years, and to be renewable periodically on proof of continued efficiency. In addition to this fixed stipend of Rupees 12 per annum these village teachers will, as originally intended, be entitled to rewards which you propose to fix provisionally on the scale recommended by Mr. Woodrow. The total cost of each indigenous School will, under this system, be for the first year Rupees 204 per annum; but after the return of the Gooroo from the Training School the expenditure will be so far reduced as to bring the whole expenses of each School, including stipends, rewards, and children's prizes, within the fixed limit of Rupees 50 per annum. This plan has, you report, already been tried with great success by Mr. Woodrow, though on a smaller scale.

3. In reply, I am desired to inform you that the Lieutenant-Governor agrees with you in thinking that one Training School, such as it is now proposed to establish, is more likely to be useful as a means of improving the indigenous Schools by imparting to the Gooroos a knowledge of their business as teachers, than a larger number of Model Schools, which may or may not be visited by those for whose benefit they are intended as an example. For this reason the Lieutenant-Governor is averse to the establishment of any Model School of this kind as suggested in paragraph 16 of your letter under reply, especially if it is to limit the number of Gooroos who can receive instruction in the Normal Schools.

4. With this exception the Lieutenant-Governor entirely approves of the modified scheme proposed by you, and authorizes its immediate introduction into the districts of Burdwan, Dacca, and Nuddea.

5. The experiment is one which must be carefully tended and watched by the Inspectors, and fully reported on at the end of the year.

6. The expense of the entire scheme for the current year, the Lieutenant-Governor thinks, will probably be entirely met from the assignment of Rupees (30,000) thirty thousand in the Budget, and if there should be any excess expenditure owing to the establishmemt of Normal Training Schools, it will not be more than can be defrayed from savings in other directions.

7. In conclusion, I am to observe that no system of popular education can be complete or effective, unless provision be made for supplying the people with cheap books. On this subject I am directed to refer you to the orders quoted in the margin, copies of which were forwarded to you with the letters of this Office, Nos. 92 and 287, dated respectively, the 21st February and 17th June, 1859, and to request that you will report what means have been, and are being taken, to attain this important object, and what further measures you would suggest for the purpose.

Paragraph 19 of the Orders of the Government of India, dated 21st January, 1859, and paragraph 3 of the Orders of the Government of India, dated 17th May, 1859.

I have the honor to be,

SIR,

Your most obedient Servant,

A. EDEN,

Offg. Secretary to the Government of Bengal.

Nos. 1098 to 1101.

Communicated to the Inspectors of Schools for their information and Guidance.

To R. L. MARTIN, ESQUIRE,

Inspector of Schools, S. E. Division.

Dated 2nd May, 1862.

SIR,—I have the honor to acknowledge the receipt of your letter, No. 1812, dated 25th April, and in reply to sanction the

levy of a fee of Rupees 2 for each duplicate copy of Vernacular Scholarship Certificate that may be issued by you.

Nos. 1226 to 1230.

Addressed to the Inspectors of Schools.

Dated 13th May, 1862.

SIR,—Doubts having arisen as to the tenure of Vernacular Scholarships in the case of students who have passed the University Entrance Examination, I have the honor to state that in future no such Scholarships will be tenable by students after entering the University.

Nos. 1534 to 1538.

Addressed to the Inspectors of Schools.

Dated 10th June 1862.

SIR,—It having been represented to me that great inconvenience is caused to the Inspectors of Schools by the non-submission in proper time of the annual Reports and Returns by some of the Deputy Inspectors, I have the honor to request that you will be so good as to make it known to the Deputy Inspectors under your control that in future no privilege leave will be granted, nor any pay bills passed in May for any Deputy Inspector till the Returns due from him have been received and found correct.

APPENDIX C.

CALCUTTA UNIVERSITY.

1863.

MASTERS OF ARTS.

In alphabetical order.

Beereshur Mitter,	...	*Presidency College.*
Joggeshur Mookerjee,	...	*Presidency College.*
Nobin Kishen Mookerjee,	...	*Presidency College.*
Opendro Nath Mitter,	...	*Presidency College.*
Prosunno Coomar Bose,	...	*Presidency College.*
Romanath Nundy, ...	...	*Presidency College.*

BACHELORS OF ARTS.

FIRST DIVISION.

In order of merit.

Troyluckhya Nath Mitter, (No. I.),		*Presidency College*
Omur Nath Bose, ...	...	*Presidency College.*
Omirto Lal Paul, ...	...	*Presidency College.*
Gooroo Prosad Sen,...	...	*Presidency College.*
Nobin Kissen Mookerjea,	...	*Presidency College.*
Obinash Chunder Ghose,	...	*Presidency College.*
Grish Chunder Chowdry,	...	*Presidency College.*

SECOND DIVISION.

In alphabetical order.

Anuntoram Ghose,...	...	*Presidency College.*
Bhobani Churn Dutt,	...	*Presidency College.*
Boycunto Nath Sen,	...	*Presidency College.*
Debendro Laul Bose,	...	*Presidency College.*

Examination Returns, &c.

Deno Nath Mookerjea,	...	*Teacher.*
Dukhina Prosad Bose,	...	*Presidency College.*
Lly Prosunno Mookerjea,	...	*Presidency College.*
Koylas Chunder Mookerjea,	...	*Presidency College.*
Nuffer Chunder Bhutto,	...	*Presidency College.*
Nursing Chunder Mitter,	...	*Presidency College.*
Peary Laul Gooho, ...	...	*Presidency College.*
Phillip, A, ...	...	*Private Student.*
Roby Chunder Gangooly,	...	*Presidency College.*
Romesh Chunder Bose,	...	*Presidency College.*
Shoshe Bhoosun Mookerjea,	...	*Presidency College.*
Sreekanto Mullick, ...	...	*Presidency College.*
Tara Bilash Mitter, ...	...	*Presidency College.*
Troyluckhya Nath Mitter, (No. II.),		*Presidency College.*

UNDERGRADUATES WHO PASSED THE FIRST EXAMINATION IN ARTS, 1863.

First Division.

In order of merit.

Rashbehary Ghose,	...	*Presidency College.*
Kanti Chunder Banerjee,	...	*Sanscrit College.*
Kashub Nath Bishu,	...	*Presidency College.*
Omacanto Chatterjee,	...	*Presidency College.*
Chunder Nath Bose,	...	*Presidency College.*
Chunder Coomar Doss,	...	*Presidency College.*
Kally Churn Banerjee,	...	*Cal. Free Ch. Institution.*
Bhoobun Mohun Porel,	...	*Cal. Free Ch. Institution.*
Gobindo Chunder Ghose,	...	*Presidency College.*
Baney Madhub Dey,	...	*Presidency College.*
J. F. Blumhardt, ...	...	*Kishnaghur College.*
W. S. Simmons, ...	...	*Doveton College.*

First Examination in Arts.

SECOND DIVISION.

In alphabetical order.

Atma Ram, ...	*Agra College.*
Bagram, G. J., ...	*Bishop's College.*
Balkishun, ...	*Agra College.*
Beer Chunder Doss, ...	*Hooghly College.*
Bemla Churn Bhuttacharjee, ...	*Presidency College.*
Bhobany Churn Mookerjee, ...	*Berhampore College.*
Bonnaud, W., ...	*Bishop's College.*
Brojendro Coomar Seal, ...	*Serampore College.*
Charu Chunder Dutt, ...	*Presidency College.*
Chunder Mohun Ghose, ...	*Medical College.*
Chunder Mohun Sen, ...	*Dacca College.*
Dethwis, I. J., ...	*Queen's College, Colombo.*
Debendro Chunder Ghose, ...	*Presidency College.*
Deno Nath Pyne, ...	*Presidency College.*
Deno Nath Sen, ...	*Dacca College.*
Dias, E., ...	*Bishop's College.*
Doorga Churn Chuckerbutty, ...	*Dacca College.*
Doorga Doss Ghose, ...	*Presidency College.*
Eshan Chunder Roy, ...	*Kishnaghur College.*
George, J. S., ...	*Doveton College.*
Gopal Chunder Bose, ...	*Presidency College.*
Gridhari Bose, ...	*Free church Institution.*
Grish Chunder Chatterjee, ...	*Hooghly College.*
Hameed-oddeen Amed, ...	*Dacca College.*
Haran Chunder Chuckerbutty, ...	*Sanscrit College.*
Hem Nath Mozoomdar, ...	*Benares College.*
Hur Mohun Bose, ...	*Dacca College.*
Hur Mohun Bhuttacharjee, ...	*Sanscrit College.*
Ishan Churn Singh, ...	*Presidency College.*
Janoky Nath Mookerjee, ...	*Kishnaghur College.*
Joggeshur Chunder, ...	*Hooghly College.*

Examination Returns, &c.

Joygobindo Shome,	... *Free church Institution.*
Juddogopal Bose, ...	... *Presidency College.*
Juddoo Nath Singh,	... *Hooghly College.*
Juggut Doorlub Mozoomdar,	... *Dacca College.*
Kally Podo Goopta,	... *Free church Institution.*
Kally Prosuna Chatterjee,	... *Hooghly College.*
Kannoy Loll Seal, ...	... *Presidency College.*
Karunamoy Banerjee,	... *Benares College*
Kessub Chunder Roy,	... *Hooghly College.*
Kirkpatrick, C., ...	... *St. Paul's School.*
Kishori Mohun Chatterjee,	... *Doveton College.*
Kissen Nath Roy, ...	... *Presidency College.*
Kopali Prosonno Mookerjee,	... *Kishnaghur College.*
Mohes Chunder Chuckerbutty,	... *Dacca College.*
Mutty Laul Dey, ...	... *Civil Engineering College.*
Mutty Laul Mitter, ...	... *Medical College.*
Nibarun Chunder Mookerjee,	... *Presidency College.*
Nilmony Doss, ...	... *Hooghly College.*
Nobo Coomar Banerjee,	... *Kishnaghur College.*
Nolit Chunder Sein,	... *Presidency College.*
Norohoree Mookerjee,	... *Presidency College.*
Obhoya Doss Bose, ...	... *Presidency College.*
Okhoy Coomar Bose,	... *Presidency College.*
Okhoy Coomar Roy,	... *Kishnaghur College.*
Okhoy Coomar Sandel,	... *Dacca College.*
Opendro Chunder Mullick,	... *Hooghly College.*
Parbutty Churn Doss,	... *Civil Engineering College.*
Paul, B., ...	... *St. Xavier's College.*
Peters, C. T., ...	... *Serampore College.*
Poorno Chunder Bose,	... *Presidency College.*
Prem Chand Mullick,	... *Presidency College.*
Probhat Chunder Sen,	... *Teacher.*
Promoth Nath Banerjee,	... *Presidency College.*

Bachelors of Law.

Protap Chunder Dey,	... *Presidency College.*
Raj Mohun Bose,	... *Presidency College.*
Ram Doss Mookerjee,	... *Kishnaghur College.*
Ram Loll Gangooly,	... *Kishnaghur College.*
Rohim Buksh, ...	... *Free ch. Institution.*
Roma Prosunno Singh,	... *Hooghly College.*
Roodroo Canto Biswas,	... *Kishnaghur College.*
Rooke, H., ...	... *Scrampore College.*
Sandel, M. L., ...	... *Doveton College.*
Samul Senha,	... *Benares College.*
Seetul Nath Bose, ...	... *Presidency College.*
Shama Churn Chuckerbutty,	... *Presidency College.*
Shama Churn Ghose,	... *Presidency College.*
Shamuldhon Dutt, ...	... *Presidency College.*
Shib Chunder Gui, ...	... *Free ch. Institution.*
Shoshee Bhoosun Banerjee,	... *Kishnaghur College.*
Shumbhoo Chunder Naug,	... *Dacca College.*
Taruck Nath Paulit, ...	... *Presidency College.*
Tincowry Neogy, ...	... *Hooghly College.*
Twidale, G., ...	... *Doveton College.*
Womesh Chunder Sen,	... *Presidency College.*
Womesh Chunder Singh,	... *Hooghly College.*

BACHELORS OF LAW.

First Division.

None.

Second Division.

In order of merit.

Brojendro Coomar Seal,	... *Presidency College.*
Mohendro Laul Seal,	... *Presidency College.*
Aughor Nath Ghose,	... *Presidency College.*
Kedar Nath Muzumdar,	... *Presidency College.*

Examination Returns, &c.

Kisto Mohun Mookerjea,	...	*Presidency College.*
Bhyrub Chunder Banerjee,	...	*Presidency College.*
Tarro Prosunno Dass,	...	*Presidency College.*
Isher Chunder Chuckerbutty,	...	*Presidency College.*
Umbica Churn Bose,	...	*Presidency College.*

LICENTIATES IN LAW.

First Division.

In order of merit.

Toolsey Doss Seal, ...	...	*Presidency College.*
Otool Chunder Mookerjee,	...	*Presidency College.*

Second Division.

In order of merit.

Roma Nath Seal, ...	...	*Presidency College.*
Mutty Laul Banerjee,	...	*Presidency College.*
Doorga Dass Dutt, ...	...	*Presidency College.*
Bama Churn Banerjee,	...	*Presidency College.*
Mahesh Chunder Bose,	...	*Presidency College.*
Bhoobun Chunder Banerjee,	...	*Presidency College.*
Shib Chunder Mozumdar,	...	*Presidency College.*
Omesh Chunder Banerjee,	...	*Presidency College.*
Nilmadub Bose, ...	...	*Presidency College.*

DOCTORS OF MEDICINE.

In alphabetical order.

Juggobundho Bose, ...	...	*Medical College.*
Mohendro Lall Sircar,	...	*Medical College.*

LICENTIATES IN MEDICINE AND SURGERY.

First Division.

In alphabetical order.

Kala Chand Haldar,	...	*Medical College.*
Keyt, F., ...	...	*Medical College.*
Omesh Chunder Dutt,	...	*Medical College.*

APPENDIX C.

First Examination in Medicine.

SECOND DIVISION.

In alphabetical order.

Bhuggobutty Churn Mookerjee,...	*Medical College.*
Bully Chunder Sen,... ...	*Medical College.*
Docowry Ghose, ...	*Medical College.*
Grish Chunder Mitter, ...	*Medical College.*
Judoo Nath Ghose, ...	*Medical College.*
Kedar Nath Chatterjee, ...	*Medical College.*
Luckhy Narain Bose, ...	*Medical College.*
Raj Kishore Mookerjee, ...	*Medical College.*
Ram Lall Ghose, ...	*Medical College.*
Romun Chunder Shadhoo, ...	*Medical College.*
Udhur Chunder Dass, ...	*Medical College.*

UNDER-GRADUATES WHO PASSED THE FIRST EXAMINATION FOR THE DEGREE OF LICENTIATE IN MEDICINE AND SURGERY.

FIRST DIVISION.

In order of merit.

Jadub Chunder Banerjee, ...	*Medical College.*
Junnorunjon Paul, ...	*Medical College.*
Kedar Nauth Datt, ...	*Medical College.*
Okhoy Coomar Dey, ...	*Medical College.*

SECOND DIVISION.

In alphabetical order.

Bama Churn Chatterjee, ...	*Medical College.*
Behary Lall Bhadoory, ...	*Medical College.*
Gopaul Chunder Deb, ...	*Medical College.*
Gopaul Chunder Roy, ...	*Medical College.*
Hurry Mohun Bose,... ...	*Medical College.*
Judoo Bhooshun Mookerjee, ...	*Medical College.*

Examination Returns, &c.

Kassi Kinkur Mitter,	...	*Medical College.*
Luckhy Narion Mitter,	...	*Medical College.*
Poorno Chunder Banerjee,	...	*Medical College.*
Rajcoomar Coondoo,	...	*Medical College.*
Ramlall Dey, ...	...	*Medical College.*
Russick Lall Dutt, ...	...	*Medical College.*

MEDICAL COLLEGE.

RETURN OF STUDENTS OF THE HINDUSTANI CLASS WHO OBTAINED DIPLOMAS.

1. Ameer Oodeen.
2. Syed Luteef Hossain.
3. Fethruth Oollah.
4. Golam Surwar.
5. Futteh Mahomed, 1st.
6. Shaik Fuzul Huq.
7. Ameer Khan, 1st.
8. Jubur Sing (Assamese).
9. Shaik Abdool Wahad, 1st.
10. Shaik Ellahee Buksh, 2nd.
11. Farkun Ally (Assamese).
12. Sona Oollah.
13. Bowally Buksh.
14. Ellahee Buksh, 1st.
15. Futteh Mahomed, 2nd.
16. Bhowaneedeen.
17. Shaik Oosseer Oodeen (Assamese).
18. Motee Ram Doss (Ditto).
19. Mahomed Akbur.
20. Kurreem Buksh.
21. Abdool Ruzack.
22. Shaik Abdool Rohim.

Senior Scholars.

RETURN OF STUDENTS OF THE BENGALI CLASS OF THE MEDICAL COLLEGE WHO OBTAINED DIPLOMAS.

1. Shib Chunder Gossamee.
2. Kristo Gobind Roy.
3. Anundo Chunder Sen.
4. Shushidhur Chatterjee.
5. Nobin Chunder Chatterjee.
6. Loll Mohun Mookerjee.
7. Woomesh Chunder Doss.
8. Danobary Chuckerbutty.
9. Mohesh Chunder Bhudro.

SENIOR SCHOLARS.

1863.

FIRST GRADE.

Rash Behari Ghose, *Presidency College.*
Kanti Chunder Banerjee, *Sanskrit College.*
Keshub Nath Bishee, *Presidency College.*
Ooma Kanth Chatterjee, *Presidency College.*
Chunder Nath Bose, *Presidency College.*
Chunder Coomar Doss, *Presidency College.*
Kali Churun Banerjee, *Free Church Institution.*
Bhobun Mohun Porel, *Free Church Institution.*
Gobindo Chunder Ghose, *Presidency College.*

SECOND GRADE.

CALCUTTA CIRCLE.

Bani Madhub Dey, *Presidency College.*
Hara Chunder Chuckerbutty, *Sanskrit College.*
W. J. Simmons, *Doveton College.*
Nibaron Chunder Mookerjee, *Presidency College.*
Shama Churn Chuckerbutty, *Presidency College.*

Examination Returns, &c.

HOOGHLY CIRCLE.

Keshub Chunder Roy, *Hooghly College.*
Joggeshur Chunder, *Hooghly College.*
Roma Prosuno Singh, *Hooghly College.*

KISHNAGHUR CIRCLE.

James Blumhardt, *Kishnaghur College.* (Elected, but resigned.)
Shoshi Bhoosun Banerjee, *Kishnaghur College.*
Okhoy Koomar Roy, *Kishnaghur College.*
Nobo Koomar Banerjee, *Kishnaghur College.*

BERHAMPORE CIRCLE.

Bhobani Churn Mookerjee, *Berhampore College.*

DACCA CIRCLE.

Doorga Churn Chuckerbutty, *Dacca College.*
Chunder Mohun Sein, *Dacca College.*
Dino Nath Sein, *Dacca College.*

The 24 Students to whom Senior Scholarships were awarded elected to hold them in the following Affiliated Institutions :—

Presidency College, ...	18
Dacca College, ...	2
Medical College, ...	1
Doveton College, ...	1
Free Church Institution, ...	2

JUNIOR SCHOLARS.

1863

FIRST GRADE.

Okhoy Chunder Sircar, *Hooghly Collegiate School.*
G. W. DeRhe Phikpe, *Doveton College.*
Ram Churn Mitter, *Colootollah Branch School.*

Junior Scholars.

Sham Lal Bysack, *Free Church Institution, Calcutta.*
Gopal Chunder Mookerjee, *Colootollah Branch School.*
Jogendro Nath Bose, *Colootollah Branch School.*
Sharut Chunder Banerjee, *Howrah School.*
Tara Prosad Roy, *Dacca Collegiate School.*
Nundo Lal Chatterjee, *Hooghly Collegiate School.*
Anundo Mohun Bose, *Mymensing School.*

SECOND GRADE.

Calcutta Circle.

Wahee-oodeen, *Calcutta Madressah.*
Gosto Behari Mullick, *Free Church Institution, Calcutta.*
Troyluck Nath Bose, *Free Church Institution, Calcutta.*
Joy Gopal Bose, *Colootollah Branch School.*
Greesh Chunder Dey, *Doveton College.*
Poorno Chunder Bose, *Colootollah Branch School.*
Protool Chunder Chatterjee, *General Assembly's Institution.*
Mutty Lal Roy Chowdry, *Colootollah Branch School.*
Juddo Nath Mitter, *Free Church Institution, Calcutta.*
Huri Bullub Bose, *Hindu School.*
Gobind Prosad Roy, *Hindu School.*
Gobind Chunder Ghose, *Hindu School.*
M. R. Lackersteen, *Doveton College.*
Tara Prosono Banerjee, *Colootollah Branch School.*
Gopal Lal Seal, *Oriental Seminary.*
Rajkisto Goopta, *Calcutta Training School.*
Joy Gopal Singh, *Free Church Institution, Calcutta.*
Charles Paterson, *St. Paul's School.*
Abdoor Ruzzak, *Calcutta Madressah.*

Hooghly Circle.

Kurrunamoy Banerjee, *Ooterparah School.*
Siddessur Banerjee, *Hooghly Branch School.*

Examination Returns, &c.

Ameer Ali, *Hooghly Collegiate School*
Berada Churn Banerjee, *Ooterparah School.*
Beraja Pershad Bose, *Takee Aided School.*
Nuffer Chunder Chatterjee, *Hooghly Branch School.*
Bonomali Banerjee, *Hooghly Collegiate School.*
Kissori Lal Chowdry, *Jonye Training School.*
Obenash Chunder Chatterjee, *Bullaghur Aided School.*
Debender Lal Shome, *Hooghly Collegiate School.*
Kedar Nath Chatterjee, *Ooterparah School.*
Kedar Nath Dass, *Tribani Training School.*
Chooney Lal Dass, *Hooghly Collegiate School.*
Mohender Lal Goopta, *Syedpore Aided School.*

KISHNAGHUR CIRCLE.

Sham Lal Dutt, *Noral Aided School.*
Greesh Chunder Singh, *Kishnaghur Collegiate School.*
Kedar Nath Bose, *Jessore School.*
Ramjuddo Banerjee, *Santipore Aided School.*
Mohin Chunder Soarder, *Pubna School.*

BERHAMPORE CIRCLE.

Khetter Gopal Roy, *Bhagulpore School.*
Krishna Chunder Sanial, *Rajshahi School.*

DACCA CIRCLE.

Lolit Mohun Roy, *Pogose School, Dacca.*
Raj Mohun Dey, *Pogose School, Dacca.*
Mohin Chunder Chatterjee, *Kalipara Aided School.*
Serajul Islam, *Furreedpore School.*
Bunko Behari Goopta, *Pogose School, Dacca.*
Shama Churn Sein, *Dacca Collegiate School.*
Boykanto Nath Roy, *Tagoria Aided School.*
Kali Prosono Bose, *Burrisal School.*
Issur Chunder Khanabesh, *Pogose School, Dacca.*
Tara Nath Chuckerbutty, *Furreedpore School.*

Junior Scholars.

THIRD GRADE.

Calcutta Circle.

Preo Nath Mullick, *Colootollah Branch School.*
H. A. Jewett, *Doveton College.*
Tolsee Dass Seal, *Colootollah Branch School.*
Beni Madhub Dutt, *Calcutta Training School.*
Preo Nath Mookerjee, *Calcutta Training School.*
Mutti Lal Koar, *Free church Institution, Calcutta.*
Hera Lal Biswas, *Colootollah Branch School.*
Rhedoy Nath Bundo, *Free Church Institution, Calcutta.*
Kedar Nath Bose, *Colootollah Branch School.*
Kali Bur Biswas, *Seal's Free College.*
W. R. Foley, *Doveton College.*
Kali Puddo Sein, *Colootollah Branch School.*
Shama Churn Ghose, *Colootollah Branch School.*
Gobind Chunder Rakhit, *Free Church Institution, Calcutta.*
Russik Behari Biswas, *Sanskrit College.*
Hari Kishna Chatterjee, *Sanskrit College.*
Shutti Kanto Mullick, *Calcutta Training Academy.*
Opendro Chunder Bose, *Free Church Institution, Calcutta.*
Guru Dyal Dass Goopta, *Colootollah Branch School.*
Kesub Chunder Ghose, *Hindu School.*
Nimoy Chunder Bose, *Hindu School.*
Roy Narendro Nath Chowdry, *Bengal Academy.*
Kissen Chunder Banerjee, *General Assembly's Institution.*
Sree Nath Mitter, *Calcutta Training Academy.*
Deno Nath Banerjee, *Seal's Free College.*
Troy Luko Nath Paul, *Calcutta Training Academy.*

Hooghly Circle.

Kali Nath Chatterjee, *Syedpore Aided School.*
Saroda Prosad Sen Goopta, *Howrah School.*

Examination Returns, &c.

Raj Kristo Ghose, *Hooghly Collegiate School.*
Poorno Chunder Mitter, *Sulkea Aided School.*
Gopaul Chunder Mookerjee, *Jajoor Aided School.*
Russik Lal Ghose, *Hooghly Collegiate School.*
Prosono Coomar Sein, *Konnagor Aided School.*
Koralee Churn Sirkar, *Midnapore School.*
Gopal Chunder Dutt, *Boroe Aided School.*
Mohendro Nath Bose, *Hooghly Collegiate School.*
Kali Koomar Sein, *Hooghly Collegiate School.*
Russo Moi Soor, *Barrackpore School.*
Kartik Chunder Paul, *Hooghly Branch School.*
Surut Chunder Banerjee, *Bullutee Aided School.*
Rojoni Nath Mitter, *Hooghly Collegiate School.*
Greesh Chunder Roy, *Jajoor Aided School.*
Shoodungsho Bhushun Roy, *Cossipore Aided School.*
Prosono Coomar Roy, *Sulkea Aided School.*
Umbica Churn Banerjee, *Howrah School.*
Biprodass Chatterjee, *Serampore College.*
Shoshee Bhoshun Banerjee, *Amtah Aided School.*
Jodoo Nath Bose, *Barrackpore School.*
Preo Nath Banerjee, *Baraset School.*
Behari Lal Chutto, *Bora Aided School.*
Bepin Behari Dutt, *Midnapore School.*
Neermol Chunder Mookerjee, *Ilsobha Mondlye Aided School.*
Nuffer Chunder Chuckerbutty, *Garden Reach Aided School.*
Jodoo Nath Chatterjee, *Baripore Aided School.*
Rajendro Goopta, *Halishuhar Aided School.*
Gopal Kisto Chuckerbutty, *Boroe Aided School.*
Jodoo Nath Mookerjee, *Konnagor Aided School.*
Modhoo Sudan Goopto, *Jogut Bullubpore Aided School.*
Annoda Prosad Banerjee, *Baripore Aided School.*
Nilkanto Chatterjee, *Paikpara Aided School.*
Guda Dhur Dass, *Pooree School.*

Junior Scholars.

KISHNAGHUR CIRCLE.

Shoshee Bhosun Sein, *Noral Aided School.*
Rhedoy Nath Chuckerbutty, *Burdwan Moharaja's School.*
Koonjo Behari Sircar, *Kulna Free Church Institution.*
Dwarka Nath Bhuttacharjee, *Kishnaghur Collegiate School.*
Deno Bundoo Chowdry, *Kishnaghur Collegiate School.*
Mon Mohun Sircar, *Beerbhoom School.*
Petamber Chatterjee, *Bancoorah School.*
Ooma Churn Seal, *Santipore Aided School.*
Shagore Chunder Chuckerbutty, *Kulna Free Church Institution.*
Sreedam Chunder Sein, *Kishnaghar Collegiate School.*
Oomesh Chunder Sircar, *Beerbhoom School.*
Hurri Bullub Moitri, *Comerscolly Aided School.*

BERHAMPORE CIRCLE.

Sheo Sunker Sahai, *Chupra School.*
Dabee Persaud, *Bhagulpore School.*
Janokee Nath Pauray, *Berhampore Collegiate School.*
Kedar Nath Sein, *Rajshahi school.*
Jadub Chunder Mustowfee, *Berhampore Collegiate School.*
Neel Comol Ghose, *Berhampore Collegiate School.*
Punchoo Lal Roy, *Berhampore Collegiate School.*
Koonjo Behari Naug, *Berhampore Collegiate School.*
Sreesh Chunder Roy, *Rajshahi School.*
Bungsee Loll, *Bhagulpore School.*
Koylash Chunder Moonshi, *Rajshahi School.*
Obayd Ruhman, *Berhampore Collegiate School.*
Shaik Gour Ali, *Patna College.*

DACCA CIRCLE.

Goluk Chunder Chuckerbutty, *Burrisal School.*
Kali Koomar Chatterjee, *Bangla Bazar School.*
Sree Nath Mitter, *Tay[illegible] Aided School.*
Kali Prosono Chowdry, *Burrisal School.*

Nondisur Surma, *Sibsagor School.*
Jogo Bundo Bhodro, *Bangla Bazar School.*
Mohun Chunder Chatterjee, *Kalipara Aided School.*
Mohendro Nath Chatterjee, *Furreedpore School.*
Raj Chunder Roy, *Mymensing School.*
Juggo Bundo Laha, *Dacca Collegiate School.*
Jadub Chunder Goshwomi, *Gowhatti School.*
Durga Doss Doss, *Chittagong School.*
Rutna Dhur Dutt, *Sibsagor School.*
Doorga Churn Moitree, *Noakhali School.*

The 160 Students to whom Junior Scholarships were awarded elected to hold them in the following affiliated Institutions :—

Presidency College,	74
Sanscrit College,	2
Medical College,	10
Civil Engineering College,	4
Doveton College,	5
St. Paul's School,	1
Free Church Institution,	10
Hooghly College,	18
Kishnaghur College,	9
Berhampore College,	5
Dacca College,	18
Patna,	3
Serampore College,	1

EXAMINATION PAPERS.

M. A. DEGREE.

HISTORY.

ETHNOLOGY AND HISTORY OF MODERN CIVILIZATION.

Examiner.—J. W. McCreindle, M. A.

*1. What are the leading proofs adduced by Prichard to show that all the tribes of men are of one Family?

*2. What are the distinguishing physical characteristics of the Aryan, Mongolian and Negro Races? What was the original seat of the Aryan Race—and what are its chief branches?

3. What conclusions have ethnologists been led to draw from the examination of the ancient sepulchral remains found in various parts of Europe and Northern Asia?

4. What are the fundamental ideas contained in the term "Civilization," and what are the principal questions to which it gives rise?

5. What elements were contributed to European civilization by the ancient Romans, the German Barbarians and the Church? Answer according to Stuart and Guizot.

6. Institute a comparison in regard to social and political status between a Roman Patrician and a Feudal Baron.

7. What influence did Feudalism exert upon (*a*) Individuals and (*b*) upon Society?

Examination Returns, &c.

8. The enfranchisement of Boroughs was consummated in the 12th century. Show in what manner and with what results to Civilization.

*9. What account does Stuart give of the Origin, Progress and Maturity of Fiefs?

The answer to this question should include some notice of each of the following points.

(*a.*) The circumstances under which *allodiality* was converted into *tenure.*

(*b.*) The distinction between *Knight-hood* and *Knight-service* and between *Benefice* and *Fief.*

(*c.*) The Right of Private war.

(*d.*) How it came to pass that the *feudal incidents,* at first beneficial, proved afterwards prejudicial to the interests of society.

10. "The wife does not bring a dowry to her husband but receives one from him." Explain the full import of this.

11. Give an account of the rise of Chivalry and of the leading Institutions in which its spirit was embodied. Show also what permanent good it has effected for society.

12. What are the sources of the Corruption to which polished nations are liable? Show by what steps such Corruption terminates in Despotism.

N. B.—Answer each question marked with an asterisk and any six of the remaining ones.

Examiner.—J. W. McCrindle, M. A.

Carlyle's Cromwell.

*1. Trace the career of Cromwell from the new modelling of the army to the Battle of Worcester.

*2. Give some account of the First Protectorate Parliament.

M. A. Degree.

Let this include an outline of the speech with which Cromwell opened it.

3. What view of Cromwell's character arises from the perusal of his speeches and letters?

4. Give an account of Sir Henry Vane's trial in 1662. On what grounds did he rest his defence, and why was he condemned?

5. Give an account of the English Court and Ministry at the era of the Restoration.

6. What line of policy, foreign and domestic, was pursued by the Cabal Ministry?

7. Give the History of Lauderdale's administration of affairs in Scotland.

8. What was the Duke of Monmouth's position during the Reign of Charles II.?

9. What were the arguments for and against the Exclusion Bill? Give Burnet's views on the subject.

10. Sketch the career of Danby.

11. Give the History of the Rye-House Plot.

12. What were the first Proceedings of the Court of Ecclesiastical Commission established by James II.? Had this Court legal authority?

13. What were the arguments advanced to support the King's dispensing power? What were the counter arguments?

14. Describe the causes, history and issue of the trial of the seven Bishops.

15. Estimate the merits of Dryden as a poet. What characteristics of his age were reflected in his writings?

Answer each question marked with an asterisk, and any six of the remaining ones.

Examination Returns, &c.

Examiner.—E. B. COWELL, M. A.

CLARENDON AND WHITELOCK.

1. Write an account of Charles's proceedings against the five members. What is Clarendon's opinion of the course he ought to have adopted to curb the Commons?

2. Give a history of the House of Lords during the long parliament to 1649.

3. Clarendon says of the early part of 1642, "The King was not only at peace with all Christian princes, but almost all other nations were so embroiled in war, that they all desired the friendship and assistance of England." Explain this from Russell.

4. Give an analysis of the principal constitutional arguments in the King's proclamations and answers to the Commons in 1642, especially with reference to the privileges of Parliament, the Militia Bill, and the King's attempt on Hull.

5. Describe the influence of the City of London during the civil war.

6. Trace the gradual fall of the Parliament in 1647.

7. Write a life of the Earl of Holland and of Denzil Hollis.

8. Compare the state of feeling in the Parliament in June, 1642 and December, 1648; with what views was the war commenced, and how far had the course of events disappointed or fulfilled them? How was it in Whitelock's own case?

Examiner.—E. B. COWELL, M. A.

HALLAM'S CONSTITUTIONAL HISTORY.

1. Give the history of Royal proclamations up to the accession of Charles I. and shew their connection with the court of Star Chamber.

M. A. Degree.

2. What were the principal conditions of the Nineteen Propositions and the treaty of Uxbridge? Compare them with the Bill of Rights and Act of Settlement, and shew how the different points in dispute have been settled.

3. Trace the history of the restrictions on the Press and their removal. Give instances from Clarendon and Whitelock of the influence of the Press.

4. Charles the Second's first Parliament has been called servilely loyal. Shew that this was not the case even during the first ten years of its existence.

5. Trace the history of the right of the Commons to make money Bills.

6. Trace the growth of the principle of Ministerial responsibility under Charles II. How far had it been recognised by the long Parliament?

7. Give the history of the Law of Treason in England, and discuss the justice of its application to the cases of Strafford and Laud.

POLITICAL ECONOMY.

Examiner.—Rev. W. Kay, D. D.

1. Define "Value," "Cost of Production," "Price," "Capital," "Productive Labour," "National Wealth."

2. What are the grounds on which it is maintained that Rent forms no part of the cost of Production?

3. English and Continental Economists differ in their view of the expediency of Peasant-proprietorship. What are the arguments adduced on each side?

4. What are the comparative advantages of the *Métayer* system of tenure?

5. What danger attends a high Degree of Division of Labour?

Examination Returns, &c.

6. Supposing that in three several years, other things remaining the same, the following changes should occur; (1) The number of jewels and pearls in India were to be quadrupled: (2) Every rupee in the country were to be replaced by two rupees; (3) the quantity of rice and wheat grown in the country were to be increased by one-fifth;—what would be the influence of such several changes on the wealth of the country?

7. Explain the difference between direct and indirect Taxation; and compare their operation.

8. Point out the radical error involved in the expression "Balance of Trade" as employed by the Commercial System.

9. What is meant by the phrase, "*Laissez faire?*" State the important limitations to which the maxim must be subject.

10. It has been often assumed that increase of wealth and population is the aim of Political Economy. Examine this point somewhat fully: and comment on the following passages:—

(*a.*) "Wealth has often been the last and deadliest of national plagues."

(*b.*) "That country is the richest, which nourishes the greatest number of noble and happy human beings."

(*c.*) "The art of wise *Consumption* forms as essential a part of Political Economy as that of provident *Accumulation*."

ESSAY

Examiner.—Rev. W. Kay, D. D.

Public Opinion as a controlling Power in Politics with especial reference to the period of English History extending from the accession of Charles I. to the end of the Reign of James II.

M. A. Degree.

MATHEMATICS.

THEORY OF EQUATIONS AND SPHERICAL TRIGONOMETRY.

Examiner.—R. THWAYTES.

1. Every equation has as many roots as it has dimensions and no more.

2. Find the conditions that the equation $ax^3 + bx^2 + cx + d = 0$ may have roots α, β connected by the relation $1 + \alpha\beta = 0$.

3. Investigate Newton's method of determining a superior limit to the positive roots of an equation.

Ex. $x^3 - 4x^2 - 4x + 20 = 0$.

4. Solve the equation $x^n - 1 = 0$, n being a positive integer. If n be a prime number, shew that all the roots may be exhibited in a series of consecutive powers of one of the imaginary roots.

5. Express $\sqrt{N}$, (N, not being a complete square) in the form of a continued fraction, and shew that the quotient will recur in periods.

6. If $x = 1 - n^{-1}$ shew that the sum of n terms of the series $1 + 2x + 3x^2 +$ &c. is n^2.

7. If n be a prime number and N be prime to n prove that $N^{n-1} - 1$ is divisible by n.

8. Prove the following series.

$$\theta = \tan\theta - \tfrac{1}{3}\tan^3\theta + \text{\&c.}$$

9. Prove by means of the exponential expressions for sine and cosine that

$$\tan 2x = \frac{2\tan x}{1 - \tan^2 x} \text{ and } \cos 2x = \cos^2 x - \sin^2 x.$$

10. Assuming the expansion for $\log_e(1 + x)$; prove that if a, b, c be three consecutive numbers

Examination Returns, &c.

$$2 \log_e b = \log_e a + \log_e c + 2 \left\{ \frac{1}{2ac+1} + \frac{1}{3} \left(\frac{1}{2ac+1} \right)^3 + \&c. \right\}$$

11. In a spherical triangle prove the following formula.

$$\tan \frac{A+B}{2} = \frac{\cos \frac{1}{2}(a-b)}{\cos \frac{1}{2}(a+b)} \cot \frac{C}{2}$$

$$\tan \frac{A-B}{2} = \frac{\sin \frac{1}{2}(a-b)}{\sin \frac{1}{2}(a+b)} \cot \frac{C}{2}$$

ANALYTICAL GEOMETRY.

Examiner.—R. THWAYTES.

1. Find the equation to a line under the form.

$$x \cos a + y \sin a = p$$

and explain the meaning of the constants.

2. Find the conditions that the three lines whose equations are

$$\frac{x}{a} + \frac{y}{b} = 1, \frac{x}{a'} + \frac{y}{b'} = 1, \frac{x}{a''} + \frac{y}{b''} = 1$$

may all pass through a single point.

3. Two tangents are drawn from an external point in a circle; find the equation to the chord of contact.

4. Find the equation to the parabola under the form

$$\sqrt{\frac{x}{a}} + \sqrt{\frac{y}{b}} = 1.$$

5. Assuming the preceding form of the equation to the parabola, prove that if from P, the intersection of two tangents to the parabola, PQ, PQ', a line PABC be drawn meeting the curve in A and C and the chord QQ' in B,

$$\frac{1}{PA} + \frac{1}{PC} = \frac{2}{PB}$$

M. A. Degree.

6. Find the polar equation to the ellipse, the vertex of the major axis being the pole.

Through A the common vertex of two similar ellipses ABB', ADD' whose greater axes coincide, chords ABD, AB'D' are drawn; shew that if BB' and DD' be joined; these lines will be parallel.

7. Define conjugate diameters in an ellipse. If CP and CD be two conjugate diameters in an ellipse; prove the following properties.

(1.) If the ordinates at P and D be produced to meet the circumscribing circle in Q, and E, then QCE is a right angle.

(2.) The sum of the squares of the perpendiculars from P and D on any fixed diameter is constant.

8. Find the equation to the tangent to the hyperbola in terms of its inclination to the axis of x. Hence find the locus of the intersection of any tangent with the perpendicular on it from the centre.

9. The asymptotes being axis, find the equation to the hyperbola.

10. Determine the position and dimensions of the conic section whose equation is

$$3y^2 - 8ay + x^2 - 2\sqrt{3}\,xy + 8ax\sqrt{3} = 0.$$

DIFFERENTIAL AND INTEGRAL CALCULUS.

Examiner.—H. Woodrow, M. A.

1. Define the term "limit." If the limit of $\left\{1 + \frac{1}{x}\right\}^x$ is e as x increases indefinitely, shew that the limit of $\frac{\log^a (1+x)}{x}$ is $\log^a e$, when x is diminished indefinitely.

Examination Returns, &c.

2. What is meant by the term "differential coefficient?" Find the differential coefficient of x^n (n being unrestricted).

3. Differentiate

$$\sin \frac{-1 a^2 - x^2}{x^2 + x^2} \text{ and } \log \left\{ \tan^{-1} (a^x) \right\}$$

4. Prove Lagrange's Theorem, and apply it to find z in terms of x from the equation $z = x + e^z$.

5. Eliminate the constants a and b from the equation $y = a\, e^{nx} \sin (mx + b)$ and the arbitrary function from the equation $\frac{z - c}{x - a} = \phi \left(\frac{y - b}{x - a} \right)$

6. Transform the equation

$$a \frac{d^2 u}{dx^2} + 2b \frac{d^2 u}{dxdy} + c \frac{d^2 u}{dy^2}$$

into one in which ξ and η shall be the independent variables having given

$$\xi = x + ly \qquad \eta = x + my$$

and shew that if b^2 be not equal to ac such consistent values may be given to l and m that the transformed expression shall be reduced to the form

$$\frac{2}{c} \left\{ ac - b^2 \right\} \frac{d^2 u}{d\xi . d\eta}.$$

7. Evaluate $(\sin x)^{\sin x}$ when $x = 0$

and $\frac{e^x - 2 \cos x + e^{-x}}{x^4}$ when $x = 0$.

8. Find the greatest ellipse that can be inscribed in a given semicircle, the diameter of the semicircle touching the ellipse at one extremity of the minor axis.

9. Following the usual notation, shew that

$$\frac{1}{p^2} = \left(\frac{du}{d\theta} \right)^2 + u^2$$

and that $\left(\frac{d^2 u}{d\theta^2} + u \right)$ changes its sign at a point of inflexion.

M. A. Degree.

10. Trace the curves

$$y^3 = \frac{x^4 - a^2 x^2}{2x - a}$$

$$\gamma = a \sec \frac{\theta}{3}.$$

11. Defining the evolute of a plane curve as the locus of the centre of curvature, shew, that the normal at any point of the involute is a tangent as the corresponding point of the evolute.

12. Find the locus of the ultimate intersections of a system of lines defined by the equation

$$y \cos \theta - x \sin \theta = c - c \sin \theta \log \tan \left(\frac{\pi}{4} + \frac{\theta}{2}\right)$$

where θ is the variable parameter.

13. Explain the apparent failure of the rule for integrating $x^m\, dx$ in the case where $m = 1$.

14. Integrate $\frac{dx}{x^3\sqrt{x^2-1}}$, $\frac{2x^3 + 3x^2 - 6x - 4}{x^3 + x^2 - 3x - 2} dx$.

15. A paraboloid of revolution and a cone have a common vertex and circular base, find the volume included between the surfaces.

16. Integrate the equation.

$$\frac{d^2 y}{dx^2} + n^2 y = \cos mx.$$

GEOMETRY OF THREE DIMENSIONS.

Examiner.—R. THWAYTES.

1. The equation to two straight lines being

$$\frac{x-a}{l} = \frac{y-\beta}{m} = \frac{z-\gamma}{n}, \text{ and } \frac{x-a^1}{l^1} = \frac{y-\beta^1}{m^1} = \frac{z-\gamma^1}{n^1}$$

find the angle between them.

Examination Returns, &c.

2. Shew that if the straight lines

$$\frac{x}{\alpha} = \frac{y}{\beta} = \frac{z}{\gamma}, \quad \frac{x}{a^2 \alpha} = \frac{y}{b^2 \beta} = \frac{z}{c^2 \gamma}, \quad \frac{x}{l} = \frac{y}{m} = \frac{z}{n}$$

lie in one plane, then

$$\frac{l}{\alpha}(b^2 - c^2) + \frac{m}{\beta}(c^2 - a^2) + \frac{n}{\gamma}(a^2 - b^2) = 0.$$

3. Shew that the equation to the tangent plane to an ellipsoid may be expressed under the form

$$lx + my + nz = \sqrt{a^2 l^2 + m^2 b^2 + n^2 c^2}.$$

STATICS AND DYNAMICS.

Examiner.—VENERABLE ARCHDEACON PRATT, M. A.

1. State how many conditions the forces which act upon a rigid body must satisfy to keep it in equilibrium, and write the conditions down.

2. Prove that all the forces acting upon a rigid body can be reduced to a couple and a single force; and shew also that they can be reduced to two forces. Why cannot these two forces, in the general case, be reduced to a single resultant?

3. Find the centre of a system of parallel forces acting on a series of rigidly connected fixed points.

4. Find the position of equilibrium of a beam resting on two inclined planes, friction being neglected.

5. Given the equation to the common catenary, find the length of chain the weight of which equal the tension of the chain at any point.

6. Shew that $\frac{ds}{dt}$ and $\frac{d^2 s}{dt^2}$ are the proper representations of its velocity and accelerating force of a particle which has descended a space s along a straight line in the time t. What are the units of velocity and force when these expressions are adopted?

M. A. Degree.

7. Find the equation to the curve which a body acted on by gravity only will describe when it is projected into the air: and find the greatest horizontal range of the body.

8. If a body is acted on by a central force varying as the distance, prove that it will describe an ellipse: Where is the centre of the ellipse, and what is the time of one complete revolution of the body?

9. If a body is projected into space and acted on by a force varying inversely as the square of the distance. What different kinds of curve may it describe? Do they depend upon the velocity of projection, or the direction of projection?

10. A wheel capable of revolving round a fixed horizontal axis is left to itself without any initial velocity being given to it. We will suppose that gravity on the right hand half of the wheel is n times gravity on the left hand half. Shew that the wheel will begin to move of itself. Find its angular velocity when it has made m revolution.

As a matter of fact, gravity does slightly vary as we pass from place to place on the earth's surface. Why, then, could not a wheel be constructed and put up so as to move of itself and produce perpetual motion? What is the practical obstacle to this?

HYDROSTATICS AND HYDRODYNAMICS.

Examiner—H. Woodrow, M. A.

1. What is the characteristic property of fluids which distinguishes them from solids? How is the pressure at any point of a fluid estimated? If the pressure on a square foot be one ton, and the unit of area be the fourteenth part of an inch, find the value of (p).

2. The pressure on any surface immersed in a heavy in-

compressible fluid is equal to the pressure on an equal surface, every point of which is at the depth of the centre of gravity of the surface.

3. A tetrahedron is immersed in water with one angle on the surface and the base horizontal. Compare the pressures on a side and on the bottom, with the weight of the water displaced.

4. Find the metacentre when the plane of floatation is symmetrical with respect to the vertical plane through the centre of gravity.

5. Find the least density of a cone which can float in stable equilibrium with its vertex downwards.

6. The pressure of air at a given temperature varies inversely as the space it occupies.

7. Describe the diving bell. Suppose it to be in the form of a cylinder, find the space which the air occupies when the top of the bell is at a given depth. Does the tension of the rope increase or decrease as the depth increases?

8. Explain the action of the common pump. Find the tension of the piston rod.

9. The crown of Hiero with an equal weight of gold and an equal weight of silver were all weighed in water, the crown was found to lose $\frac{1}{14}$ the gold $\frac{4}{77}$ and the silver $\frac{2}{21}$ of their common weight. In what proportion were the gold and silver of the crown mixed?

10. Explain the action of Watt's Steam Engine.

11. A paraboloid is filled with fluid and made to revolve round its axis with a velocity ω. Find the quantity of fluid remaining in the vessel. What is the result when the latus rectum of the vessel $= \frac{2g}{\omega^2}$?

M. A. Degree.

OPTICS AND ASTRONOMY.

Examiner.—VENERABLE ARCHDEACON PRATT, M. A.

1. What was Newton's discovery regarding the composition of white light?

2. If a pencil of diverging rays falls on a plane mirror, show how they will proceed after reflection.

3. Explain clearly what is meant by spherical aberration. Is there any spherical aberration in the case of question 2?

4. Find the deviation of a ray of light in passing through a prism; and find for what angle of incidence the deviation is a minimum.

5. Explain the principle of Galileo's telescope on the common binocular magnifying glass, drawing the course of a pencil of rays passing from an object through the instrument to the eye.

6. What are the three instruments which are indispensable in an Observatory, and explain distinctly their uses for ascertaining the position and motion of the heavenly bodies on the celestial sphere?

7. How is the latitude found at sea? and how the longitude?

8. By what means is the distance of the Sun from the earth found? Explain what use a transit of Venus across the Sun can be put to in solving this problem.

9. Explain what is meant by the following corrections which have to be applied to observations of the Sun, Moon, and Planets; viz. refraction, parallax, aberration. Have any of these corrections to be applied to observations of the Stars? If not, explain why.

10. When the Moon has exactly completed her first quarter, that is, is half illuminated, we may readily observe that at sunset she is about 90° from the Sun. How does this prove

that her distance from us is very much smaller than the distance of the Sun?

MENTAL AND MORAL SCIENCE.

LOGIC.

Examiner.—J. TALBOYS WHEELER.

1. Indicate the several steps in the formation of a conception. Define extension and intension. The subject of a judgment is the predicate and the predicate is the subject. Explain

2. Whately says, "Division is the reverse of generalisation." Explain. Can the opposite view be maintained, and if so, how?

3. Briefly indicate the points in the controversy between Realists and Nominalists. How might a reconciliation be effected?

4. Whately says, "There may be abstraction without generalisation." Explain this theory and refute it if you can.

5. Point out Aristotle's distinction between "Property" and "Definition." Why is it useless in Logic?

6. Write out a table of judgments according to Sir W. Hamilton. State the objections to *w* and *y*.

7. Whately says that A and O and E and I are contradictories. But the opposition in one case is more perfect than in the other. Point out the difference. Wherein lies the weakness of the opposition of sub-contraries?

8. Reduction is unnecessary. When do syllogisms naturally fall into the 2nd and 3rd figures? Explain. How far is the order of thought disturbed in the 2nd, 3rd and 4th figures?

9. Indicate the principal opinions which have been formed respecting the source of our idea of cause and effect.

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10. Define "Abstract;" and "Concrete;" "Inference" and "Proof."

11. Describe the different degrees of belief.

12. Draw out the following in the form of syllogisms, indicating the mode and figure of each, and pointing out the nature of the fallacy, if any.

He who believes himself to be always in the right in his opinion, lays claim to infallibility: you always believe yourself to be right in your opinion: therefore you lay claim to infallibility.

If a State has a right to enforce laws, (and without this it could not subsist) it must have a right to prescribe what the religion of the people shall be.

The child of Themistocles governed his mother; she governed her husband; he governed Athens; Athens, Greece; and Greece the world: therefore the child of Themistocles governed the world.

He who calls you a man speaks truly: he who calls you a fool, calls you a man: therefore he who calls you a fool speaks truly.

For those who are bent on cultivating their minds by diligent study, the incitement of academical honours is unnecessary; and it is ineffectual for the idle, and such as are indifferent to mental improvement: therefore the incitement of academical honours is either unnecessary or ineffectual.

He who has a confirmed habit of any kind of action, exercises no self-denial in the practice of that action: a good man has a confirmed habit of virtue: therefore he who exercises self-denial in the practice of virtue is not a good man.

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RHETORIC.

Examiner.—GEORGE SMITH.

1. What are the respective provinces of Logic, Grammar and Rhetoric? State the most common definitions of Rhetoric in ancient and modern times.

2. Distinguish between a Proposition and an Argument. Mention the various classes of Argument and forms of Argument.

3. Under what class of Arguments is Testimony placed? What conditions give Testimony value for Rhetorical purposes?

4. What mistakes must be guarded against in Arguments from Example, and especially from Analogy?

5. What rules does Rhetoric supply for conducting the refutation of objections?

6. In what sense is an appeal to the passions for Rhetorical ends lawful and necessary? In what manner should such an appeal, as distinguished from Argumentative Exhortation, be conducted?

7. How does Dr. Campbell distinguish Wit from Humour, and both from Ridicule? What connexion does he trace between the Pathetic and the Humorous, and between the Vehement and the Decisive? Give an example from English authors of Wit, Humour and Ridicule used Rhetorically.

8. Classify the various figures and tropes, and shew how they conduce to energy of style.

9. State the requisites of a good prose style, and illustrate your answer by references to English writers.

10. What are the principal offences against Brevity of style? Give an example of each.

M. A. Degree.

NATURAL THEOLOGY.

Examiner.—Rev. Joseph Mullens, D. D.

1. Describe the special sphere of Natural Theology: what distinct purpose does it (as a science) keep in view: by what classes of proofs are its conclusions established: and to which of these proofs did Paley give almost exclusive attention?

2. Illustrate the following statement of Dr. Chalmers: "No one can mistake the design of the artificer in putting a regulator into a watch: and as little should we mistake the design of the Creator in putting a conscience within man's bosom." Shew how the phenomena of conscience furnish several distinct and independent proofs of the existence of a Creator, while they illustrate also the attributes of His character.

3. Describe some of the Cosmical and Pantheistic theories by which it has been sought to account for the production of the universe: which of them have been advocated in India? Where do they break down?

4. Illustrate design in creation by describing the numerous important uses which the "five elements" around us are fitted to serve.

5. Give proofs of design in the mechanical arrangement of the human frame.

6. Illustrate the existence of plan and purpose in creation by the structure and fittings of the eye in various living creatures.

7. Give illustrations of design in those variations from ordinary structure, by which organs are adapted to the special purposes for which they are employed.

8. Show that the partial changes said to be produced in the structure of animals (as in the camel, pelican and crane) by special habits maintained during several generations, tell

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in favour of the conclusions of Natural Theology and not against them.

9. Arguing for the goodness of the Creator, what objection does Paley take up and discuss: in what manner does he meet the suggested difficulty, and how far does his reply go? By what hypotheses did the ancient Hindu sages account for the origin of evil?

10. How does Paley argue for the unity of the Deity and what "Natural attributes" does he ascribe to Him?

MENTAL SCIENCE.

Examiner.—GEORGE SMITH.

1. What arguments have been adduced, and by what philosophers, to prove that we have a direct and immediate knowledge of the external world?

2. Sketch the leading features of Locke's philosophy, and trace its influence on subsequent writers, both English and Continental.

3. Explain and criticise the doctrine of occasional Causes as held by Descartes and his followers, and by Dugald Stewart.

4. Are Space and Time real forms of thought and conditions of things as held by Sir W. Hamilton, or mere forms of our perceptive faculty as believed by Kant?

5. Analyse the faculty of Imagination and trace its connexion with Dreaming, Somnambulism and Reverie.

6. Is our notion of Causality derived from experience or native to the mind? Is there any third mode of accounting for the notion? Shew what important practical consequences flow from the doctrine held on this subject.

7. Analyse the feelings of Pleasure and Pain. What theory on this subject has been adduced to explain all the phenomena of Feeling, and especially the Beautiful?

M. A. Degree.

MORAL PHILOSOPHY.

Examiner.—J. TALBOYS WHEELER.

1. What is the origin of equity and how came it to be opposed to law?

2. "The rules of human action are the results of mutual fear." Refute this theory.

3. Define Whewell's notion of a "Supreme Rule of human action." State the objections to it.

4. Prove that truth is a virtue and falsehood a vice. The Waverley novels were published anonymously and Walter Scott repeatedly denied the authorship. Was he justified or not? Give your reasons.

5. Define cases of conscience, cases of necessity, and things allowable. Why do writers on morality shrink from laying down rules on these points?

6. What distinctions have been made between the law of nations and the law of nature? To what extent are stratagems allowable in war?

7. State the objects of punishment and evils of undue severity.

8. State the leading arguments for and against the doctrine of a "social contract." How does Burke treat the theory that the people are the source of political power?

9. He who acts in accordance with his conscience is not always in the right. Explain.

10. A bribes B to break the law; B commits the act and claims the reward; A refuses it on the ground that bribery is contrary to the law. Is A justified? Give reasons.

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B. A. EXAMINATION.

ENGLISH LITERATURE—POETRY.

Examiner.—REV. J. RICHARDS, M. A.

1. Sketch the life of Dryden, and give a list of the most distinguished poets who were contemporary with him.

2. Give, as nearly as possible in Dryden's own words, his description of the commencement and progress of Greek Tragedy.

3. Trace shortly the history of the drama in England down to Shakspeare's time.

4. How many plays on Roman History did Shakspeare write? What aspect of Roman History do they respectively present to us? Did he obtain his information from original sources?

5. Give concisely the plot of Coriolanus. At what period of Shakspeare's life do you suppose it to have been written? Give your reasons.

6. In the following passages other readings have been proposed. Mention them.

(*a*) To the pot, I warrant him.

(*b*) *(Cor.)* Shall I

O gods! but most unwise patricians, why,
You grave, but reckless senators, have you thus
Given Hydra here to choose an officer?

(*c*) ——————— fortune's blow,
When most struck home, being gentle wounded craves
A noble cunning.

(*d*) *(3rd Servt.)* Which friends, sir, durst not shew themselves his friends whilst he's in directitude.

(*1st Servt.*) Directitude! what's that?

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7. Explain the following passages.

(*a*) To break the heart of generosity.

(*b*) If they set down before us, for the remove.
Bring up your army,

(*c*) The rest shall bear the business in some other fight
As cause will be obeyed. Please you to march;
And four shall quickly draw out my command,
Which men are best inclined.

(*d*) Why so; you have made good work:
A pair of tribunes that have racked for Rome,
To make coals cheap: a noble memory!

(*e*) I do despise them,
For they do prank them in authority,
Against all noble sufferance.

8. Explain Shakspeare's use of the following words:

disgrace	gird	crack	delay	attended
rapture	misery	fond	flaw.	

9. Certain words require particular and appropriate prepositions after them. Write out four words which may be followed by either of two prepositions, according to the meaning intended.

10. Give examples under three distinct heads to show that a knowledge of Etymology is a safe guide in cases of doubtful orthography.

ENGLISH—PROSE.

Examiner.—Rev. W. C. Fyfe, M. A.

1. Give a free and illustrative paraphrase of the following passage:—

"Free writing and despotism are such implacable foes, that we hardly think of blaming a tyrant for keeping no terms with

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the press. He cannot do it. He might as reasonably choose a volcano for the foundation of his throne. Necessity is laid upon him, unless he is in love with ruin, to check the bold and honest expression of thought. But the necessity is his own choice; and let infamy be that man's portion, who seizes a power which he cannot sustain, but by dooming the mind through a vast empire, to slavery, and by turning the press, that great organ of truth, into an instrument of public delusion and debasement."

2. "In the death as in the life of Rienzi, the *hero* and the *coward* were strangely mingled." Explain this statement fully, and draw your illustrations from Gibbon.

3. State briefly the requisites of a good style, and distinguish between *perspicuity* and *purity*. What style is best suited to oratorical, and what to written discourses?

Point out the faults of the following passages:—

(*a*). "God heapeth favours on His servants that are liberal and faithful."

(*b*). "A little after the reformation of Luther."

(*c*). "As for such animals as are mortal or noxious, we have a right to destroy them."

(*d*). "You ought to contemn all the wit in the world against you."

4. Explain the following sentences from Channing; and point out particularly the words in which the rhetorical beauty consists:—

(*a*). "Power was the idol to which Bonaparte sacrificed himself."

(*b*). "He meant to entwine the laurels of Justinian with those of Alexander."

(*c*). "He insulted nations as well as sovereigns. He did not attempt to gild their chains, or to fit the yoke gently to their necks."

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(*d*). "Government is not the spring of the wealth of nations, but their own sagacity, industry, enterprise and force of character."

5. Distinguish between a nervous, florid and simple style. What is the principal fault of the style of Gibbon? Contrast Channing's and Gibbon's styles; and indicate your preference.

6. Distinguish between the *derivation* and the *composition* of words, and state which is the earlier in any language. Explain the different parts of the following words, giving the derivation and meaning of each part and the meaning of the whole:—*implacable, foundation, count, declare, damsel, epistle, frail, saloon, humble.* Give the different meanings of *be, en, dom,* and *hood,* in composition.

7. Classify words under *four, eight, nine,* or *ten* classes; and define the classes, *(a) grammatically,* and *(b) logically.* Give the *etymological* meaning of the name of each class. Classify conjunctions etymologically and give an example of each class.

8. Give at least three words now used in English from each of the following sources:—Greek, Italian, Hebrew, Arabic, Persian and any East Indian language. Give examples of words substantially the same in English, French, Greek, Latin, and Sanscrit.

9. Correct or justify the following constructions; giving in every case your reason:—

(*a*). "Veracity as well as justice is to be our rule."

(*b*). "It is I, your friend, who bid you go."

(*c*). "Mankind is appointed to live in a future state."

(*d*). "Nothing but clearness and simplicity are desirable."

(*e*). "I was asked that question yesterday."

10. Paraphrase the following passage; adding short explanatory notes where necessary:—

"Great Brahma rested hush'd in sleep.
When Hayagriva came

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With mooned horns and eyes of flame
And bore the holy Vedàs to the deep.
Far from the sun's rejoicing ray
Beneath the huge abyss, the buried treasures lay.
Then foam'd the billowy desert wide,
And all that breathed they died
Sunk in the rolling waters: such the crime
And violence of earth.'"

LATIN—POETRY.

Examiner.—REV. J. RICHARDS, M. A.

1. Give a short account of Virgil's life and mention the names of his most distinguished contemporaries.

2. Translate and make necessary explanations.

Quinque tenent cælum zonæ: quarum una corusco
Semper Sole rubens, et torrida semper ab igni:
Quam circùm extremæ dextrâ lævâque trahuntur,
Cæruleâ glacie concretæ atquo imbribus atris.
Has inter mediamque, duæ mortalibus ægris
Munere concessæ Divûm: via secta per ambas,
Obliquus quà se signorum verteret ordo.
Mundus ut ad Scythiam Riphæasque arduus arces
Consurgit; premitur Libyæ devexus in Austros.
Hic vertex nobis semper sublimis; at illum
Sub pedibus Styx atra videt, Manesque profundi.
Maximus hìc flexu sinuoso elabitur Anguis
Circùm, perque duas in morem fluminis Arctos,
Arctos Oceani metuentes æquore tingi.
Illìc, ut perhibent, aut intempesta silet nox
Semper, et obtentâ densantur nocte tenebræ:

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Aut redit à nobis Aurora, diemque reducit;
Nosque ubi primus equis oriens afflavit anhelis,
Illìc sera rubens accendit lumina Vesper.

3. Give the rules for the construction of Gerunds and Supines, with examples.

4. State the Genders of sors, domus, incola, pecus, nux, dux, animal, supellex, pelagus, and give the genitive of each.

5. Translate:

Frigoribus parto agricolæ plerumque fruuntur,
Mutuaque inter se læti convivia curant.
Invitat genialis hiems, curasque resolvit:
Ceu pressæ quum jam portum tetigere carinæ,
Puppibus et læti nautæ imposuere coronas.

Parse 'parto,' 'pressæ,' 'tetigere,' 'imposuere.'

6. Describe the Roman Calendar.

Explain the following expressions—menses pleni and cavi—Kalendæ—Idus—Nonæ—Nundinæ—Dies intercisi—Fasti—nefasti—sub ipsum arcturum.

7. Distinguish between cœpi, incipio, inchoo—and between immanis, ingens, immensus, vastus, magnus, largus.

8. Translate:

Nunc locus arvorum ingeniis; quæ robora cuique,
Quis color, et quæ sit rebus natura ferendis.
Difficiles primùm terræ, collesque maligni,
Tenuis ubi argillâ, et dumosis calculus arvis,
Palladiâ gaudent sylvâ vivacis olivæ.
Indicio est, tractu surgens oleaster eodem
Plurimus, et strati baccis sylvestribus agri.
At quæ pinguis humus, dulcique uligine læta,
Quique frequens herbis et fertilis ubere campus,
Qualem sæpe cavâ montis convalle solemus
Despicere; huc summis liquuntur rupibus amnes,
Felicemque trahunt limum; quique editus Austro,

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Et filicem curvis invisam pascit aratris ;
Hic tibi prævalidas olim multoque fluentes
Sufficiet Baccho vites ; hic fertilis uvæ,
Hic laticis, qualem pateris libamus et auro,
Inflavit quum pinguis ebur Tyrrhenus ad aras,
Lancibus et pandis fumantia reddimus exta.

9. Explain the historical allusions in these lines.

(*a*) Romanas acies iterum videre Philippi.

(*b*) Hinc movet Euphrates, illinc Germania bellum.

10. Give the etymology of the words *pluvia, potentia, improbus, quotannis, bicornis, facumen, calculus, cubile, rhetor.*

LATIN—PROSE.

Examiner.—Rev. W. C. Fyfe, M. A.

1. What were the different revolutions and convulsions in the Roman state during the period of Cicero's life? What part did Cicero take in each? and in what respects is his conduct censurable?

2. Give a brief analysis of the oration called *Divinatio;* and detail the circumstances which gave occasion to this oration.

3. Translate into English:

"Ego, quum hanc causam Siculorum rogatu recepissem, idque mihi amplum et praeclarum existimassem, eos velle meae fidei diligentiaeque periculum facere, qui inocentiae abstinentiaeque fecissent: tum suscepto negotio, majus quiddam mihi proposui, in quo meam in rempublicam voluntatem populus Romanus perspicere posset. Nam illud mihi nequaquam dignum industria, conatuque meo videbatur, istum a me in judicium jam omnium judicio condemnatum vocari, nisi ista tua intolerabilis potentia, et ea cupiditas, qua per hosce annos in

quibusdam judiciis usus es, etiam in istius hominis desperati causa interponeretur. Nunc vero, quoniam haec te omnis dominatio, regnumque judiciorum tanto opere delectat: et sunt homines, quos libidinis infamiae que suae neque pudeat, neque taedeat; qui, quasi de industria, in odium offensionemque populi Romani irruere videantur: hoc me profiteor suscepisse; magnum fortasse onus, et mihi periculosum; veruntamen dignum, in quo omnes nervos aetatis industriaeque meae contenderem."

4. What were the numbers of the following officers at different periods of the republic:—*quaestors, eadiles, praetors, tribunes?* At what age could each office be held and what were its particular duties?

5. In the progress of enacting laws at Rome, what were the respective meanings of *rogare, promulgare, suadere, dissuadere, persuadere, antiquare, abrogare, legem?* What were the several objects proposed by the laws called *lex Licinia, Rocia, Calpurnia?*

6. Distinguish between *jus* and *lex; era* and *epocha; arbiter* and *judex; quaestio* and *testis; fides, verum* and *veritas.* Quote, from any Latin writers, instances of different forms that have been used for the genitive case of the word *fides?*

7. Explain the figures of *syllepsis, pleonasm* and, *hyperbaton,* and give instances of each.

9. Translate into English, adding short explanatory notes where necessary:—

(*a*) "Dixi prima actione, me planum esse facturum, C. Verrem H. S. quadringenties contra legem abstulisse." Explain the meaning of *H. S. quadringenties* and give the amount in British-Indian Money.

(*b*) "Quid ego nunc in altera actione Cn. Dolabellæ spiritus quid hujus lacrimas et concursationes proferam? quid C. Neronis, viri optimi atque innocentissimi, nonnullis in rebus, animum

nimirum timidum atque demissum? qui in illa re quid facere potuerit, non habebat, nisi forte, id quod omnes tum desiderabant, ut ageret eam rem sine Verre et sine Dolabella. Quidquid esset sine his actum, omnes probarent: tum vero quod pronuntiatum est, non per Neronem judicatum, sed per Dolabellam ereptum existimabatur."

(c) "Emerserit ex peculatus etiam judicio, meditetur deductibus hostium, quos accepta pecunia liberavit: videat, quid de illis respondeat, quos in eorum locum subditos domi suæ reservavit, quærat non solum quemadmodum nostro crimini verum estiam quo pacto suæ confessioni possit mederi."

9. What classes of verbs govern the accusative and dative? What verbs govern the genitive? Give examples of verbs which govern two accusatives referring to the same thing.

10. Translate into Latin :—

When Cicero was asked his opinion, concerning the immortality of the soul, he replied; "For many reasons I persuade myself that the soul is immortal; and if in this I err, I err with pleasure; nor will I ever be forced out an opinion which yields me so much delight."

BENGALI.

Examiner.—Baboo Krishna Kamal Bhattacharya, B. A.

1. ধরণী মধ্যেতে আছে যত তরুবর।
এক বৃক্ষ তার মধ্য হয় শ্রেষ্ঠতর ॥
স্বর্গের সুধার ধার করে বরিষণ।
পাইলে হরিষ চিত হয় নরগণ ॥
ধর্ম্মরূপ বৃক্ষ বীজ ত্রিদশ আলয়ে।
বীর্য্যহীন ক্রমে ইহা হয়েছে সময়ে ॥

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তথাচ পথিক যদি পায় তার ফল।
ভোজন করিলে হয় শরীর শীতল॥
এই বৃক্ষ পাশে অর আছে তরুদ্বয়।
বিবেক বৈরাগ্য নাম সুখের নিলয়॥
অল্প লোক ধর্ম্ম বৃক্ষ দেখিবারে পায়।
পাপ কুজ্ঝটিকা দ্বারা ব্যাপ্ত তার কায়॥

(*a*.) Explain the passage and criticise the allegory.

(*b*.) Point out the grammatical impropriety in শ্রেষ্ঠতর.

(*c*.) What do you think may be the English for বৈরাগ্য as connected with ধর্ম্ম? What is the real meaning of the word? What does the author mean by 'the tree of virtue being hemmed in by the mist of vice?'

2. What is the purport of দেহগত সুখ যত, অবিলম্বে হয় হত, স্থায়ী মাত্র চক্ষের নিমেষ? In what case is নিমেষ? What other word, derived from the same root has just the contrary signification?

3. Describe in your own words the life of an Intellectual Epicure as depicted in

প্রথমত গ্রন্থালয়ে করিয়ে গমন।
করিলেন বহুবিধ গ্রন্থ অধ্যয়ন, &c.

4. Illustrate from your English readings the sense of

অবনীর মাঝে যত অপরূপ স্থান।
যেথানেতে কবিশক্তি আছে বর্ত্তমান॥

5. Point out the pleonasm in the phrases যদ্যপিও, নিজস্বভাব, যাবতীয় সকল লোক, মুখ্য অভিপ্রায় সার, and অভিসম্পাত প্রদান.

6. Give the Sanscrit originals from which the following are corrupted—বরিষণ to shower, ফাড়া to sever, ধাঁধা a puzzle, ধনী a lady, কাপড় cloth, বহিন্ sister, আজা grandfather, পলিমাটী alluvial earth, পাশ side, রা sound and চাঁদোয়া canopy.

Examination Returns, &c.

How do you connect the primary and the accepted meanings of the following—ঈশ্বর, স্বস্থ, অন্তঃকরণ, সমীপ, জিজ্ঞাসা, অর্ব্বাচীন, অঙ্গাঙ্গিভাব আবর্জ্জনা, তির্য্যক্, পুরোহিত, আহ্নিক, and আগম.

N. B.—The answers to be worded in Bengali.

BENGALI.

Examiner.—Baboo Krishna Kamal Bhattacharya, B. A.

1. Give a free translation of the following :—

But the same circumstances that prevented the barbarous nations from being populous, contributed to inspire, or to strengthen, the martial spirit by which they were distinguished. Inured by the rigour of their climate, or the poverty of their soil, to hardships which rendered their bodies firm, and their minds vigorous; accustomed to a course of life which was a continual preparation for action; and disdaining every occupation but that of war or of hunting; they undertook and prosecuted their military enterprises with an ardour and impetuosity, of which men softened by the refinement of more polished times can scarcely form any idea.

2. Translate the following into English as closely as possible.

আহার বিহার শয়ন উপবেশনই কিছু জীবনের উদ্দেশ্য নহে। ধন পিশিতগ্রাসগৃধ্নুতাই কিছু জীবনের উদ্দেশ্য নহে। নিরবচ্ছিন্ন সুখই কিছু জীবনের উদ্দেশ্য নহে। আত্মোৎকর্ষবিধান পরিবারের মঙ্গল সমাজোন্নতি ও দেশোন্নতিই জীবনের উদ্দেশ্য। তবে কেন তোমরা নিশ্চিন্ত রহিয়াছ। বয়স্যবর্গ! তোমাদের উপর কিরূপ ভার অর্পিত আছে, তাহা একবার বিবেচনা করিয়া দেখ। ঝঞ্ঝাবাতের পৃষ্ঠারোহণ পূর্ব্বক নভোমণ্ডলহইতে নক্ষত্র উৎপাটন করিতে হইবে!—তোমাদিগকে ভারতবর্ষের পুনরুজ্জীবন করিতে হইবে! তোমরা যদি মনোবৃত্তি সকল সম্মার্জিত না কর, তোমরা যদি শরীর সবল করিতে চেষ্টা না পাও, তাহা হইলে কোনমতে হিন্দুবংশের নাম রাখিতে পারিবে না। তোমরা সামান্য কুলে জন্মগ্রহণ কর নাই—তোমরা আর্য্যবংশসম্ভূত!

B. A. Degree.

3. Into what four branches was বিদ্যা or Knowledge divided by the ancient Hindoos? Explain the probable nature of each.

4. Give English synonymes for the following :—
ব্যাপ্তিগ্রহ. রোজনামা, অনুভব, মৌলিক, উপসংহার, পরিশিষ্ট.

N. B.—The answers to be worded in Bengali.

SANSCRIT.

Examiner.—Rev. K. M. Banerjea.

1. Explain how each of the epithets in the following verse denotes an attribute belonging exclusively to the Supreme Being.

अथ खस्त्यै देवाय नित्याय हतपाप्मने।
त्यक्तजन्मविभागाय चैतन्यज्योतिषे नमः॥

(P. 1. Verse 1. Lond. Edit.)

अप्राङ्गतेषु पात्रेषु यत्र वीरः स्थितोरसः।
भेदैः सूक्ष्मैरभिव्याप्तैः प्रत्याधारं विभज्यते॥

(P. 1. Verse 2.) Write a commentary on this, illustrating from the drama itself how the poet has realized his own idea of a heroic play.

3. In what point does the plot of Bhavabhuti differ from the original story? And how is it justified by the Rhetoricians?

4. What is the sense of क्यं क्यायनामचे? Give a more common form of the root आ-यत् to the same effect.

5. Explain the following stanza.

आनन्दाय च विस्मयाय च मया दृष्टोऽसि दुःखाय वा।
वैदृष्ण्यं तु कुतोऽद्य संप्रति मम त्वद्दर्शने चक्षुषः॥
त्वत् साङ्गत्यसुखस्य नास्मि विषयस्तत् किं वृथा व्याहृतैः।
अस्मिन् विस्मृतजामदग्न्यविजये बाहौ धनुर्ज्यतां॥

(P. 88. Verse 49.)

6. Translate the following into English.

Examination Returns, &c.

पुराकल्पे दूरोत्पतनखरदोर्दण्डजनिताद् ।
अतिप्रत्यासत्तात् परिपतति गात्राणि तपसे ॥
अवष्टभ्यासौमामुपरि ततपक्षः क्षितिमिति ।
खपक्षाभ्यां क्षोभादविकलमरत्नत् करटिया ॥

(P. 74. Verse 5.)

7. Write a short notice of Bhavabhuti and his writings.

8. Explain the following words—अपाङ्क्ति, विगुणपरिवार, वितर्दिका, गोत्रद, दृक्षोकस.

N. B.—The answers to be worded in Sanscrit.

OORDOO.

Examiner.—CAPTAIN LEES, LL. D.

1. Translate the fowing passages from Souda; and paraphrase the first four verses.

برج حمل میں بیٹھہ کے خاور کا تاجدار
کھینچے ہی اب خزاں پہ صف لشکر بہار (ا)
کہتے ہیں یوں زبانی پیک صبا یہہ حکم
پہنچا حضور سے طرف باغ روزگار
مرکب جو شاخسار کے ہیں آں پہ اب شتاب
پہنچیں سوار ہو کے جوانان برگ و بار
حلم تیرے کے جو ہموزن تلک ہو کچھہ شی
قال دیوے زرہ سہو کوئی کوہ تلک (ب)
صدمہ ایسا بکوہ گاو زمیں کو پہنچے
شاخان ہر چندروہ کھینچواوے تو نکلے نہ کھسک
وہ جوان تو ہی کہ آگے سے ترے رستم بھی
گاو سر مار بغل جاے دبے پاؤں کھسک
میں حرف حق کو سنا ہی زبانی منصور
کہ راست گو زمانے میں کھینچتے ہیں دار (ج)
دمڑی کو کتابت لکھیں دھیلے کو قبالہ

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بیٹھے ہوئے میر علی چوک جہان ہی (د)
حشری ہی اسقدر کہ بہ حشر اسکی پشت پر
دجال اپنے منہہ کو سیہ کرکے ہو سوار (ر)

(*a.*) What is the meaning of گاو زمین and شاخین کھینچنا in the 5th line of the above?

(*b.*) Who was Rostom رستم?

(*c.*) Explain گاوسر in the last line of this couplet.

(*d.*) Explain the allusion intended by the poet in the line commencing میں حرف حق. Who was Mansoor?

(*e.*) Who was Meer Aly?

(*f.*) And who Dajjál (دجال)?

2. Translate the following passage into Oordoo.

He that is too desirous to be loved will soon learn to flatter; and when he has exhausted all the variations of honest praise, and can delight no longer with the civility of truth, he will invent new topics of panegyric, and break out into raptures at virtues and beauties conferred by himself. It is scarcely credible to what degree discernment may be dazzled by the mist of pride, and wisdom infatuated by the intoxication of flattery, or how low the genius may descend by successive gradations of servility, and how swiftly it may fall down the precipice of falsehood.

3. How are neuter verbs rendered active, and active verbs rendered casual in Hindustani? Give examples.

4. Give examples also of intensive, continuative, frequentative, desiderative, potential, and completive verbs.

OORDOO.

Examiner.—Captain Lees, LL. D.

1. Translate the following passage into English.

اُن نے کہا قبلہ عالم کی عمر دولت بڑھتی رہے غلام کا دین یہہ

Examination Returns, &c.

هی که خدا واحد هی اسکا کوئی شریک نہین اور محمد مصطفی صلی اللہ علیہ وسلم کا کلمہ پڑھتا ہون اور اس کے بعد بارہ اِمام کو اپنا پیشوا جانتا ہون اور اُنکی میرثی یہہ هی که پانچون وقت کی نماز پڑھتا ہون اور روزہ رکھتا ہون اور حج بھی کر آیا ہون اور اپنے مال سے خمس زکواۃ دیتا ہون اور مسلمان گہا تا ہون ۔

(*a.*) What is the meaning of the term قبلۂ عالم literally, and as here applied?

(*b.*) Who were the 12 Imams, and what dissensions arose among Mahomedans on account of opinions on this head?

(*c.*) What fast is alluded to above روزہ رکھتا ہون ?

(*d.*) Explain the words خمس زکواۃ as interpreted by the two great divisions of Mahomedans in Indía.

روشنی کا یہہ عالم تہا که شب قدر کو وہان قدر نہ تہی اور بادشاهی فرش پر مسند مغرق بچہی تہی ۔

2. Translate the above passage into English explaining particularly the terms شب قدر—the difference between فرش and مسند—and the difference also between the literal and technical meanings of the word مغرق.

3. Translate idiomatically the following phrases.

(*a*) Had thou dared to do so, I shall have been constrained to rebuke thee severely for thy arrogance.

(*b.*) Let not avarice tempt thee to swerve from the straight road of truth, for on that alone canst thou reach that goal where true happiness is to be found.

4. In the history of the second Darwesh it is written :—

اسکو جو کہولا تو ایک کتاب دیکہی که اسمین اسم اعظم اور حاضرات جن و پری کی اور روحون کی ملاقات اور تسخیر آفتاب کی ترکیب لکہی هی ۔

(*a.*) Explain the words and phrases اسم اعظم حاضرات روح and تسخیر آفتاب in the above passage.

5. Given the year of the Flight, how do you find the corresponding year of the Christian Era?

B. A. Degree.

HISTORY.

Examiner.—J. W. McCrindle, M. A.

1. On comparing the Dorian and Ionian races, what differences can you point out in their ethical character and in the nature of their social and political organization?

2. What changes were introduced into the Athenian constitution by Cleisthenes and by Pericles?

3. What were the causes and the results of the Peloponnesian War;—What states were ranged on the side of Athens and Sparta respectively?

4. Sketch the career of Epaminondas. What is your estimate of his character?

5. Under what circumstances was the Roman Tribunate established?

6. What were the Licinian Rogations?

7. What was the nature of the legislative measures of the Gracchi?—Give an account of the troubles that attended their introduction.

8. Sketch the career of Marc Antony from the assassination of Cæsar to the formation of the Second Triumvirate.

9. What causes contributed to the success of Jeroboam's Revolt?

10. Give an account of the Reign of Hyrcanus, (son of Alexander Jannaeus and Alexandra).

11. Draw a Map of Southern Italy and Sicily, in which mark the positions of such cities as were Greek colonies.

HISTORY.

Examiner.—E. B. Cowell, M. A.

1. Compare the state of Hindu society at the time of Manu with that of the Romans in the early republic.

2. What are jagirs?—Compare with them the Norman fiefs and Roman colonies.

3. Give a short outline of the Sankhya philosophy, and show its connection with Buddhism.

4. Write a sketch of Baber's life down to his first invasion of India.

5. Describe the extent and condition of the Moghul empire at the death of Akber.

6. Write a life of Faroksir.

7. Write a history of Cabul, so far as it is given in Elphinstone.

8. What are the principal materials for history beside written narratives?—Why is the reign of Augustus more certain than that of Vicramaditya?

CONIC SECTIONS, DYNAMICS AND ASTRONOMY.

Examiner.—R. THWAYTES, B. A.

1. The tangents at the extremities of any focal chord of a parabola intersect each other in the directrix, at right angles. If the point of intersection and the points of contact, of *any two tangents* to a parabola, be joined with the focus, shew that the triangles so formed are similar to one another.

2. If a pair of tangents be drawn from an external point of an ellipse, and from that point perpendiculars be dropped on the further focal distances of the points of contact; prove that these perpendiculars will be equal.

3. If through any two points in the same branch of an hyperbola, two parallel straight lines be drawn, the rectangle contained by the segments between the points and asymptotes, are equal to one another, and to the square of half the tangent parallel to them and intercepted by the asymptotes.

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4. The section of a right cone made by a plane parallel to a line in its surface, and perpendicular to the plane containing that line and the axis is a parabola.

5. State the second law of motion and explain its use; mention some of the experiments which give results in accordance with it.

6. Explain how velocity is measured, (1) when uniform (2) when variable.

The accelerating force of gravity being measured by 32.2, when a foot is the unit of length and a second the unit of time; what will be its measure when a yard is the unit of length and two seconds the unit of time?

7. Prove the formula $S = \frac{1}{2} f t^2$.

A body falling from rest under the action of gravity describes one half of its entire space during the last second; find the whole space described and the time of falling.

Explain the meaning of the double sign for t, and alter the wording of the question, so that the spaces described with reference to a certain point may be equal when the smaller value of t is taken.

8. Describe in their chief features, the apparent motions of the fixed stars and of the sun; and supposing these appearances to arise solely from the motion of the earth, deduce the nature of the earth's motion.

9. Describe the general phenomena of an eclipse of the Moon. What is meant by the *umbra* and *penumbra*? Why does not an eclipse take place every time the Moon is full?

Mention some of the principal facts revealed to us by the Telescope concerning the planets. What is the distinction between an *inferior* and *superior* planet? Show that the apparent motion of all planets whether inferior or superior is sometimes retrograde.

Examination Returns, &c.

NATURAL PHILOSOPHY.

Examiner.—VENERABLE ARCHDEACON PRATT, M A.

1. How is the property that fluids press equally in all directions, found to be true? Is it true of gases, as well as of liquids?

2. Is the atmosphere limited in extent? Give reasons for your answer. What does the atmosphere consist of? If the density of the atmosphere in ascending upwards did not alter, what would be its height so as to produce the weight it has, as indicated by the barometer?

3. Explain clearly the parts of the common pump and describe its action.

4. If the capacity of the cylinder of an air-pump is an m^{th} part of that of the vessel which is to be exhausted, how much will the density of the air be reduced after n strokes of the pump-handle?

5. Prove that if a bright point is at a distance u from a double convex lens along its axis, the rays will come to a focus on the axis on the opposite side at a distance v, where $\frac{1}{u}+\frac{1}{v}=\frac{1}{f}$, f being the focal length of the lens. What is the value of f in terms of the dimensions of the lens and of the refractive power of the glass?

6. Describe clearly the phenomenon of the rainbow, specifying the primary, secondary, and supernumerary bows, and the causes of these several bows.

7. Describe and explain the ordinary sextant for measuring angles.

8. What do you mean by a telescope being chromatic? and how is it made achromatic? Illustrate your remarks by the common astronomical telescope.

9. Draw a diagram showing the parts of the human eye. An object is seen better, either by more light being thrown upon it, or by its being brought nearer to the eye: explain the reason of this.

B. A. Degree.

10. How did Archimedes discover whether there was any alloy or not in the gold crown which he had to examine? Describe the difficulty of the question he had to solve, and the principle on which he solved it. Would his method have answered, if there had been any hollow cavities in the material of which the crown was made? Give your reasons clearly.

MENTAL SCIENCE.

Examiner.—GEORGE SMITH.

1. Distinguish rigidly the separate provinces of Logic, Psychology, Metaphysics or Ontology, Ethics and Political Economy.

2. Classify the chief philosophical systems of ancient and modern times according to their teaching on the subject of the origin and nature of our ideas.

3. What are the requisites for a perfect classification of the whole mental phenomena? Shew how their division into Understanding and Will, and the arrangement adopted by Brown and approved by Payne, are faulty.

4. Is sensation in the mind or in the organ of sense? Give reasons for your answer, and state what important practical consequences flow from the doctrine which may be held on the subject.

5. What are the respective functions of perception proper and conception?

6. What knowledge do we derive through the sense of Touch?

7. What is the philosophical distinction between Reason and Understanding? Explain the following address of Raphael to Adam in the "Paradise Lost" as illustrating this distinction:

——"Life and Sense,
Fancy and Understanding; whence the soul
Reason receives, and reason is her being;
Discursive or Intuitive; discursive
Is oftest yours (man's); the latter most is ours (angels)"

Examination Returns, &c

8. What is the nature of the connexion between cause and effect? What objections may be brought to Dr. Brown's theory of causality?

9. What is the nature of the knowledge we derive from intuition? By what tests alone can we discover that any belief is intuitive?

10. What relation do the feelings or emotions bear to the sensations, and how may each class be distinguished?

MORAL PHILOSOPHY AND LOGIC.

Examiner.—J. T. WHEELER.

1. Define Law and Morality. How far are they mutually dependent?

2. Define Conscience. Is its authority supreme? How may the moral sense be improved?

3. Define Virtue, Duty, and Obligation.

4. "We may seek our own happiness and violate our obligations." Define "happiness" as it is here employed. Does the term possess a larger meaning? If so, define.

5. Define self-love as a rule of action. How far can it possess a moral value?

6. Indicate the leading theories of morals, and the objections to each.

7. Define Fallacy, Syllogism, Division, Enthymeme, Genus, Conversion, and Privative terms.

8. State the three operations of the mind connected with reasoning, the evil to which each is exposed, and how far that evil may be guarded against.

9. "All good people are happy." Assuming the truth of this proposition, does it follow that "All unhappy people are wretched?" Explain your reasons.

10. Point out the following syllogisms in logical form, stating mood and figures and pointing out the nature of the fallacy, if any

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(*a.*) None but whites are civilized; the Hindoos are not white, therefore they are not civilized.

(*b.*) All the fish that the net enclosed were an indiscriminate mixture of various kinds; those that were set aside and saved as valuable were fish that the net enclosed; therefore those that were set aside and saved as valuable were an indiscriminate mixture of various kinds.

(*c.*) Testimony is a kind of evidence which is very likely to be false; the evidence on which we believe the existence of pyramids in Egypt is testimony; therefore the evidence on which we believe the existence of pyramids in Egypt is most likely to be false.

(*d.*) Protection from punishment is plainly due to the innocent; therefore, as you maintain that this person ought not to be punished, it appears that you are convinced of his innocence.

(*e.*) With some of them God was not well-pleased, for they were overthrown in the wilderness.

(*f.*) Every one desires happiness; virtue is happiness; therefore every one desires virtue.

(*g.*) No evil should be allowed that good may come of it; all punishment is an evil; therefore no punishment should be allowed that good may come of it.

(*h.*) He who has a confirmed habit of any kind of action, exercises no self-denial in the practice of that action; a good man has a confirmed habit of virtue; therefore he who exercises self-denial in the practice of virtue is not a good man.

PHYSICAL SCIENCES.

Examiner.—S. B. PARTRIDGE, F. R. C. S. E.

1. What are the distinguishing characteristics of an *organized* or *living* being?

2. How may substances which constitute the food of Animals be practically classified, and what changes do they severally undergo during the processes of Digestion?

3. What purposes are fulfilled by the Function of Respiration, and what are the principal modifications of the Respiratory Apparatus met with in the Animal Kingdom?

4. Describe the simplest form of the Organ of Hearing, and mention the additional parts which are sucessively superadded as we trace the organ upwards in the Animal scale.

5. What is meant by the Fauna of a Country, and what are the principal circumstances which influence its character?

6. How do the geographical position, geological structure and physical conformation of a Country affect the character, pursuits and progress of its inhabitants? Illustrate your answer by examples.

PHYSICAL SCIENCES.

Examiner.—F. N. MACNAMARA, M. D.

1. To what general conclusions does an examination of the structure of the earth's crust lead?

2. Give some account of Darwin's theory of the formation of the coral islands known as "*atols.*"

3. What effect have the Himalayan Mountains upon the climate of Bengal?

4. In what way may the Latent Heat in Steam be demonstrated and measured?

5. Give a brief sketch of the composition and properties of Atmospheric Air.

6. What are the chief varieties of Carbon? How may they be demonstrated to be such?

7. What is the use of Davy's lamp? Explain the principle on which it is constructed.

8. Write in Symbols the changes which occur during the preparation of;——

Clorine

Iodine

First Examination in Arts.

Nitric acid
Sulphurous acid
Sulphuretted Hydrogen.

9. What is the composition of Gunpowder, and what changes occur amongst its constituents during its explosion?

10. How may *pure silver* be obtained from an alloy of that metal with Copper?

FIRST EXAMINATION IN ARTS.

ENGLISH LITERATURE—POETRY.

Examiner.—Rev. J. Richards.

1. Give the argument of the second Book of Paradise Lost.

2. Paraphrase the following passage and parse the words in italics.

"Nor fail'd they to express how much they *praised*,
That for the general safety he despised
His own: for neither do the spirits damn'd
Lose all their virtue; lest bad men should boast
Their specious deeds on earth, which glory excites,
Or close ambition *varnish'd* o'er with zeal.
Thus they their doubtful consultations dark
Ended, rejoicing in their matchless chief:
As when from mountain tops the dusky clouds
Ascending, while the north wind sleeps, o'erspread
Heaven's cheerful face; the lowering element
Scowls o'er the darken'd landskip *snow*, or shower:
If *chance* the radiant sun with farewell sweet
Extend his evening beam, the fields revive,
The birds their notes renew and bleating herds
Attest their joy, that hill and valley rings."

3. Give the meaning and etymology of the following words and expressions.

Examination, Returns, &c.

The sleepy drench—the vast abrupt—alchymy—froze— buxom—the unfounded deep—Empyrean—behoof—serried—nathless—amerced—limbeck.

4. Explain, by quotations or otherwise.

(*a*) Ac when Alcides, from Ochalia crown'd
With conquest, felt the envenom'd robe.

(*b*) Abhorred Styx—Sad Acheron—Fierce Phlegethon.

(*c*) As once it fled the lip of Tantalus.

(*d*) ———— In him all his Father shone
Substantially express'd.

(*e*) Now turning from the wintry signs the sun
His course exalted through the Ram had run,
And whirling up the skies, his chariot drove
Through Taurus and the lightsome realms of love.

(*f*) On barbed steeds they rode in proud array
Thick as the college of the Bees in May.

5. Which are the only real pronouns? To what other part of speech may all the others be referred?

6. Explain the following passages and in the first passage distribute the words according to the languages from which they are drawn.

(*a*) Fit retribution! Gaul may champ the bit
And foam in fetters:—but is earth more free?
Did nations combat to make *one* submit;
Or league to teach all kings true sovereignty?
What! shall reviving Thraldom again be
The patched-up idol of enlighten'd days?
Shall we, who struck the Lion down, shall we
Pay the wolf homage? proffering lowly gaze
And servile knees to thrones? No; *prove* before ye praise!

(*b*) And wild and high the "Cameron's gathering" rose!
The war-note of Lochiel, which Albyn's hills
Have heard, and heard, too, have her Saxon foes:—
How in the noon of night that pibroch thrills,

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Savage and shrill! But with the breath which fills
Their mountain pipe, so fill the mountaineers
With the fierce native daring which instils
The stirring memory of a thousand years,
And Evan's, Donald's fame rings in each clansman's ears!

7. From what languages has the English been derived, and what sort of words, generally speaking, come from each source?

8. Form sentences to exemplify the following applications of the auxiliary "would."

1. Past willingness.
2. Past determination.
3. Past habits.
4. Future.
5. Wish.

6. Write a letter to a friend describing the nature and purport of the examination in which you are engaged.

ENGLISH PROSE.

Examiner.—Rev. W. C. Fyfe.

1. Paraphrase the following passage:—

"There is no kind of writing, which has truth and instruction for its main object, so interesting and popular, on the whole, as biography. History, in its larger sense, has to deal with masses, which, while they divide the attention by the dazzling variety of objects, from their very generality, are scarcely capable of touching the heart. The great objects on which it is employed have little relation to the daily occupations with which the reader is most intimate. A nation, like a corporation, seems to have no soul, and its chequered vicissitudes may be contemplated rather with curiosity for the lessons they convey than with personal sympathy. How differ-

ent are the feelings excited by the fortunes of an individual —one of the mighty mass, who in the page of history is swept along the current, unnoticed and unknown! Instead of a mere abstraction, at once we see a being like ourselves, 'fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer' as we are. We place ourselves in his position, and see the passing current of events with the same eyes."

2. Relate very shortly the chief events in the life of Admiral Blake, and enumerate the points of his character which Dixon has especially exhibited.

3. Explain the following sentences, parse the words in italics and apply the rules of syntax :—

(*a*) "The cheerfulness almost universally incident to persons deprived of sight leads us to consider *blindness* as, on the whole, a less calamity than *deafness*."

(*b*) "*The history of Dante and af Petrarch is the best commentary on that of their age.*"

(*c*) "Lope de Vega was an improvisatore."

(*d*) "The inhabitant of Great Britain, that *ultima Thule* of the ancients, can now run down to the extremity of Italy in less time than it took Horace to go from Rome to Brundusium."

4. Give the derivation of each of the following words; *Admiral, cable, chivalry, diamond, harbour.* Substitute equivalent words of Saxon origin for the following words of Latin derivation, *annual, edifice, celestial, timid, mortal, audience, fraternal.* Analyse the words, *duckling, streamlet, former, next, upmost.*

5. Define *Orthoepy* and *Orthography*, and give examples of the *insufficiency, redundancy and inconsistency* of the English alphabet. Correct the false spelling, where it occurs,

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following list of words, and give reasons :—*Permitted, benefitted, regretted, bigotted, cureable, chargeable, aweful, peaceful, skilfull, wisely, truely, abatement, abridgement.*

6. The history of English literature from the accession of Elizabeth in 1558, to the present time has been divided into *several distinct periods*. Give the dates, naming the great writers, and the most prominent characteristics of *each period*.

7. Give some account of the life and writings of William H. Prescott. State the distinction which he draws between the *Novelist* and the *Historian*, and name the most distinguished writers of each class during the course of the present century.

8. Delineate the character of Sir Walter Scott, and give a list of his principal works, chronologically arranged.

9. Explain in full the following constructions :—

1. "The more you study, the more learned you will become. 2. She was to blame. 3. I have ridden a horse 4. To err is human. 5. He walked a mile."

LATIN—POETRY.

Examiner.—REV. J. RICHARDS, M. A.

1. Translate—

"Hinc mihi prima mali labes : hinc semper Ulysses
Criminibus terrere novis : hinc spargere voces
In vulgum ambiguas, et quærere conscius arma.
Nec requievit enim, donec Calchante ministro—
Sed quid ego hæc autem nequicquam ingrata revolvo ?
Quidve moror ? si omnes uno ordine habetis Achivos,
Idque audire sat est ; jamdudum sumite pœnas :
Hoc Ithacus velit, et magno mercentur Atridæ."

Conjugate—

Spargere—sumite, and write down the Imperative mood of the latter. What case is *magno* and why ?

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2. Translate—

"Hic vero ingentem pugnam, ceu cætera nusquam
Bella forent, nulli tota morerentur in urbe:
Sic Martem indomitum Danaosque ad tecta ruentes
Cernimus, obsessumque acta testudine limen.
Hærent parietibus scalæ, postesque sub ipsos
Nituntur gradibus, clypeosque ad tela sinistris
Protecti objiciunt, prensant fastigia dextris.
Dardanidæ contra turres ac tecta domorum
Culmina convellunt: his se, quando ultima cernunt,
Extrema jam in morte parant defendere telis;
Auratasque trabes, veterum decora alta parentum,
Devolvunt: alii strictis mucronibus imas
Obsedere fores, has servant agmine denso."

Scan the line "hærent parietibus, &c." Conjugate *strictis*.

3. Conjugate.

Aio—inquam—memini—salve. How is possum formed in the 3rd person plural of the imperfect and future tenses indicative?

4. Translate—

"Hæc loca, vi quondam et vesta convolsa ruina
(Tantum ævi longinqua valet mutare vetustas)
Dissiluisse ferunt; cum protenus utraque tellus
Una foret: venit medio vi pontus, et undis
Hesperium Siculo latus abscidit, arvaque et urbes
Littore diductas angusto interluit æstu,
Dextrum Scylla latus, lævum implacata Charybdis
Obsidet: atque imo barathri ter gurgite vastos
Sorbet in abruptum fluctus, rursusque sub auras
Erigit alternos, et sidera verberat unda."

5. Draw a map of ancient Sicily marking down the different places at the close of the 3rd Book of the Æneid.

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6. Translate the following passages explaining, where necessary.

(*a*) "Protenus aërias Phæacum abscondimas arces."

(*b*) "Purpureo velare comas adopertus amictu." Parse *velare*.

(*c*) "Trinacriâ finis Italos mittere relictâ."

7. Derive conjux, victor, comes. What cases does *similis* govern, and what is the difference of sense with each case?

8. Give the superlatives in use of the adjectives nequam, utilis, facilis, dives, pius. And those of the adverbs crebro, diu, recenter.

9. When do si, dum, donec, quum govern the indicative and when the subjunctive?

LATIN—PROSE.

Examiner.—REV. W. C. FYFE.

1. State briefly the principal events in the life of Cicero. What was the state of public affairs at Rome when he composed his Tusculan questions? Give a brief analysis of the treatise *De Contemnenda Morte*.

2. Translate the following passage into English:—

"*Animus hominis* habet primum memoriam, et eam infinitam, rerum innumerabilium: quam quidem Plato recordationem esse vult superioris vitæ: nam in illo libro, qui inscribitur Menon, pusionem quendam Socrates interrogat quædam geometrica de dimensione quadrati: ad ea sic ille respondet, ut puer: et tamen ita faciles interrogationes sunt, ut gradatim respondens eòdem perveniat, quò si geometrica didicisset: ex quo effici vult Socrates, ut discere, nihil aliud sit, nisi recordari: quem locum multo etiam accuratius explicat in eo sermone, quem habuit eo ipso die, quo excessit e vitâ: docet

enim, quemvis, qui omnium rerum rudis esse videatur, ben interroganti respondentem, declarare, se non tum illa discere sed reminiscendo recognoscere: nec vero fieri ullo mod posse, ut a pueris tot rerum, atque tantarum insitas, e quasi consignatas in animis notiones, haberemus, nisi animus antequam in corpus intravisset, in rerum cognitione viguisset Cumque nihil esset, ut omnibus locis a Platone disseritur, (nihil enim ille putat esse, quod oriatur et intereat, idqu solum esse, quod semper tale sit, qualem ideam appellat ille nos speciem,) non potuit animus hæc in corpore inclusu agnoscere: cognita attulit: ex quo tam multarum rerum cog nitionis admiratio tollitur: neque ea plane videt animus, cun tam repente in insolitum tamque perturbatum domicilium immigravit, sed cum se collegit atque recreavit, tum agnosci illa reminiscendo."

3. "Nos autem ne nunc quidem oculis cernimus ea qua videmus." By what reasoning does Cicero prove this asser tion?

4. Give a short account of Livy. What were the pecu arities of his style, and what his general character as an histo rian?

5. Translate and explain the phrases:—*Sub coronâ vaenire praerogativa militaris; cuniculos agere.* Give the derivation and meaning of: *prætexta, divus* and *aevum.* Explain the precise distinction between *civitas, pagus, urbs, oppidum, vicus* and *bellicosus, bellicus.*

6. *Ob iram interfecti ab eo dominî.* Explain the construc tion, and give an example of one similar to it; and enumerate the modes of construction in Latin which are strictly Grecisms *supplicatio per urbem habita.* Describe the forms and cere monies observed in the *supplicatio.*

7. Translate the following passage into English; parse the last sentence and apply the rules of syntax:—

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"Nominatæ jam antea consulibus provinciæ erant: tum sortiri jussi. Cornelio Hispania, Sempronia Africa cum Sicilia evenit. Sex in eum annum decretæ legiones, et socium quantum ipsis videretur, et classis quanta parari posset. Quatuor et viginti peditum Romanorum millia sunt scripta, et mille octingenti equites: sociorum quadraginta milla peditum, quatuor millia et quadringenti equites: naves ducentæ viginti quinqueremes, celoces viginti deductæ. Latum inde ad populum, " vellent, juberent, populo Carthaginiensi bellum indici."

8. Explain and illustrate the difference between *oratio obliqua* and *oratio recta*. State the general uses of the Latin gerund, and give examples of sentences in which it is introduced.

9. Translate the following into Latin :—

" An old man, having cut some sticks in a wood, was carrying them home. Having travelled a considerable way, and being fatigued, he laid down the sticks, and began to think of the evils of his condition, old age, weakness, and poverty. At last, weary of life, he called on death to come and release him from his toils. Death heard the old man's prayer, and instantly made his appearance, asking him, at the same time, what he wanted. The old man, much frightened, replied: 'I called you only to lift up my burden, and put it on my back.' The fable shews, that, even in the worst circumstances, almost all men prefer life to death."

URDU—IKHWAN-OOS SAFA.

Examiner.—Captain Lees, LL. D.

1. Translate the following passage into English :—

حمد و شکر اس منعم حقیقی کو لایق ہی جسنے روی زمین
پر انواع و اقسام کی نعمتین پیدا کین - اور اپنی قدرت کاملہ سے
حیوانات کو زاویۂ عدم سے عرصۂ وجود میں لاکر صورتین مختلف

Examination Returns, &c.

بخشیں - موجود تھا قبل زمان ومکان کے - اور زمین و آسمان کے - جلوہ گر تھا نور و حدت سے بے آلایش امکان کے عقل فعال کو بے ترکیب ہیولا - اور صورت کے نور بسیط پیدا کیا - بلکہ ایک کن کے کہنے میں پردۂ نیستی سے نکال کر ساحت ہستی میں موجود کر دیا •

(*a*) Explain the construction in this passage حمد و شکر اس منعم حقیقی کو what is the meaning of the word حقیقی and what word is it generally used in opposition to ?

(*b*) Why is the verb پیدا کیں put in the plural ?

(*c*) What epithets of the Supreme Being has the author elegantly illustrated in the above lines ?

(*d*) What is the difference between ہیولا and صورت ?

(*e*) What is the allusion in the following passage کہنے میں ایک کن کے ?

(*f*) Give a brief outline of the argument of the portion of the Ikhwan-oos Safa set for this Examination.

(*g*) Give a short account of the story of Soliman, as related in the Ikhwan-oos-Safa.

2. Mention the compound verbs in most common use in Hindustani.—Give examples.

3. What affixes and suffixes are borrowed from the Persians ?

4. Explain the terms—Sakin—Mootaharrik, Jazm, Tashdeed, Fath, Kasrah, Zummah, Majhool and Maroof.

5. Express idiomatically and grammatically the following phrases.

(*a*) It is more dangerous to do many men a great service, than a great injury.

(*b*) The worship of God is incumbent on all.

(*c*) I should have given assistance to the poor and helpless man had I had the power.

(*d*) Charity is a virtue that adorns alike the great and the small.

6. Explain how the particle نے is used—and its effect. Give examples.

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QUSEEDAHS OF SOUDA.

Examiner.—CAPTAIN LEES, LL. D.

1. Translate the following passage into English prose.

رکھے ہمیشہ تری تیغ کار کفر تباہ
بحق اشہد ان لا الہ الا اللہ
فلک پہ سبعۂ سیارہ تاقیام جہان
پھرا کریں تری مرضی شریف کے ہمراہ
بسان پرتو خورشید آسمان پہ رہے
ترے چراغ سے روشن ہمیشہ مشعل ماہ
سجود درسے ترے بہرہ ور ہوں اہل زمین
رہے رکوع میں تا قامت سپہر دو تاہ
بسان رشتہ کہ دانوں میں سبحے کے ہووے
ترے ولا کو رہے اسطرح دلوں میں راہ
یہہ نام پاک کہ کہتے ہیں جسکو عالم گیر
خدا ہمیشہ رکھے زیب و زینت افواہ
بجا ہی تجھکو سلیمان جلال گر کہئے
کہ ہی وزیر کا تیرے خطاب آصف جاہ
علو مرتبہ تیرا نظر کرے جو کوئی
رہے فلک ہی کو اسکی برنگ شمع نگاہ
شہا نسب جو ترا آفتاب کو پہنچا
ہر آسمان نے پہنکی ہی آسمان پہ کلاہ
نہیں گلف یہہ فلک سیر کا ترے لیکر
بغل میں غاشیہ اپنے چلا کرے ہی ماہ
کرے جب آنکے تو عزم پشت پر اسکے
رکاب داب کے اقبال بو لے بسم اللہ

(*a*) What are the سبعۂ سیارہ ? Why are they called سیارہ ?

(*b*) Paraphrase the first four lines of the above passage. Criticise it, pointing out any thing objectionable, in the style or otherwise.

(*c*) What عالم گیر is alluded to in the 12th line of the above ?

(*d*) Explain the allusion in connection with آصف جاہ

(*e*) What does the author mean by ہر آسمان ؟

(*f*) And what by اقبال بولے بسم اللہ ؟

2. Translate the following passage into Oordoo.

As to old men, their bodily labours seem to require diminution, but the exercises of the mind ought even to be increased. Their care should be to assist their friends, the youth, and above all their country, to the utmost of their ability by their advice and experience. Now there is nothing that old age ought more carefully to guard against, than giving itself up to listlessness and indolence. As to luxury, though it is shameful in every stage of life, in old age it is detestable, but if to that is added intemperance in lawless desires, the evil is doubled because old age itself thereby incurs disgrace, and makes the excesses of the young more shameless.

3. Translate and point out the peculiarities in the following lines of Souda.

باج برا هي سا ديکها هی ميں آسکنے
آسکو گهر يدون هون ميں کال کو جو وه بنے
بولي بنيڈي يهه سن اوت تجهے کهير هي
آسکي رسوئي هی ماس اس سے همين بير هی
سنکے کها بڈئے نے کي کهي يهه تين نے بات
ناتهه ري پر بهاوتي رام کسون دودهه بهات
بولي جو يهه سانچ هي لاے اسے تين سوير
تهوڑے گهنے کو نه سوچ جون بکے تو بيچ گير
جهوڑے جب يون کها بڈئے نے پهر صبح دم
داب بغل ميں بهي کان پهه رکهه کر قلم
آے سپاهي کے گهر بولا نه مرجا جي آؤ
کرکے حساب آج تم لهنے کو ميرے چکاؤ

4. When did Souda live? and why are his poems not much read now?

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5. What numerical value is attached to the letters of the alphabet amongst the Arabs, Persians, and Mahommedans of India ?

PERSIAN—ABOO'L FAZL.

Examiner.—CAPTAIN LEES, LL. D.

1. Translate accurately the following passage—

بر ضمایر ارباب بصائر که مقتبس از انوار ولایت و متجلی از اشعهٔ حکمت و درایت اند مخفی و محتجب نیست که درین عالم ناسوت که مرات عالم لاهوت است هیچ چیزے بر محبت فایق نیست و هیچ امري چون مودت لائق نی چه مدار صلاح عالم و نظام کون را بر تودد و تالف نهاده اند و در هر دلے که انقلاب محبت پر تو اندازد جهان جان و عالم روح و روان را او ظلمت بشری معي پردازد فکیف وقتي که در طبقهٔ سلاطین که صلاح این طایفه صلاح عالم و عالمیان است متحقق شود بناء علیه همگي همت عالي نهمت مابآن مصروف است که روابط محبت و وداد و ضوابط ارتباط و اتحاد میان عباد الله موکد و مشید باشد سیما در طایفهٔ علیهٔ ملوك که بمزید عنایت الهی شرف اختصاص دارند •

(*a*) Express your opinion of Aboo'l Fazl's style—point out its peculiarities, illustrating your remarks by suitable examples taken from the above passage or elsewhere.

(*b*) Express the sense of the above passage in simple Persian.

(*c*) Explain the terms عالم ناسوت and عالم لاهوت

(*d*) Give the singulars of all the plurals that occur in the above passage.

(*e*) Explain the construction of بناء علیه

2. Translate and point out the error in the following verse of the poet Sady.

برگ درختان سبز درنظر هوشیار

Examination Returns, &c.

8. Render the following phrases into Persian.

(*a*) God grant you happiness.

(*b*) If you should ask too much, our bargain will not proceed.

(*c*) It has neither a seal nor signature by which one may know it.

(*d*) The worst of crimes is falsehood.

(*e*) May you never receive harm from the revolutions of fate.

4. Mention how compound epithets, adjectives, &c., are formed in Persian, and give examples.

5. Give specimens of the forms of expression used in addressing persons of high dignity.

6. Mention some of the epithets most ordinarily applied to the Deity.

7. Explain the allusion in the following verse of Sady.

هر ورقے دفتریست معرفت کردگار

PERSIAN—SIKANDAR NAMEH.

Examiner.—CAPTAIN LEES, LL. D.

1. Translate the following passage into English prose.

هنر بنما اگر داري نه گوهر گل از خارست و ابراهیم از آزر
گذار ندهٔ داستا نے دري چنین داد نظم گذارش گري
که چون فرخي شاه را گشت جفت چو گلنار خندید و چون گل شگفت
در گنج بکشاد بر گنج خواه تونگر شد از گنج و گوهر سپاه
براسود یکهفته بر جاے جنگ بیاقوت می ریگ را داد رنگ
چو سقاے باران وفراش باد زدند آب و رفتند زه بامداد
شد از راه او گرد بر خاسته که بے گرد صحرا شد آراسته
چو بے گرد شد راه از گرد راه در آمد بزین شاه گیتي پناه
رواروِ زنان نامي زرین زدند سرا پرده بر پشت پروین زدند
زدریاے افرنجه تارود نیل بجوش آمد از بانگ طبل رحیل
درایندهٔ هر سو درا ی شتر زبانگ تهي مغز را کرد پر
دمان جلا جل بهراے زر زشور جرس گوشها کرد کر

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بموکب روان لشکر از هر کنار نچندی اندکه داند کس از بیشمار
جهاندار در موکب خاص خویش
خرامنده بر کبک رقاص خویش

(*a*) In what metre is the Sikandar Nameh written?

(*b*) What was the author's name and where was he born?

(*c*) Explain داستان دری

(*d*) Some editions have یاقوت می ریگ را داد رنگ What would be the sense of the verse with this reading and which of the two is preferable?

(*e*) Who is the شاه گیتی پناه alluded to above?

(*f*) Give a brief outline of the Sikandar Nameh.

(*g*) What is the آب حیات. Where is it to be obtained? Did Alexander, did any one obtain it?

(*h*) Where is the river افرنچه where the رود نیل and what countries lie between them?

2. Translate the following passage into Persian without bombast, but with some regard to elegance of style and neatness of expression.

Upon the death of Abu Ishaq, Mamluk Saboktakeen ascended the throne, and with the unanimous concurrence of the army, the people, and their nobles, at once hoisted the standard of conquest. With the view of prosecuting a religious war, he invaded India, and fought a great battle on the confines of the Koh-júd with Raja Jaipal, the ruler of India. Peace, however, was concluded with Jaipal, but the Hindu Monarch having violated the conditions of the treaty imposed on him, the King marched against him a second time with a disciplined force consisting of one hundred thousand horse, and a great number of elephants. An obstinate battle was fought, in which the hosts of Jaipal were totally defeated.

3. Explain the following Arabic grammatical terms used in Persian ماضي استمراري - قرينه مقام - اسم اشاره
اسم جنس - مضاف اليه - مضاف

Give examples.

Examination Returns, &c.

BENGALI.

Examiner.—Rev. K. M. Banerjea.

এত শুনি মহা ক্রোধে দৈত্যের ঈশ্বর।
কহে শিশু মার আনি দন্তাল কুঞ্জর॥
প্রহ্লাদ বেড়িয়া আসি যতেক পারণ।
আজ্ঞা মাত্র ধরিল যতেক দৈত্যগণ॥
অঙ্কুশ আঘাতে দন্ত দিল দন্তিগুলা।
অঙ্গে ঠেকি ভাঙ্গে যেন সুকোমল মূলা॥

1. Paraphrase the above lines.

2. Point out the words in the above lines which are synonymous.

3. Point out all the participles occurring in the same.

ইঙ্গিতে ইন্দ্রের পদ দিতে পার তুমি।
কেবল লাঞ্ছনা তাহা জানিলাম আমি॥
রাজ্য ধন ভ্রাতা পুত্র দারা পরিবার।
প্রভু পণে সভাকে করিব অহঙ্কার॥
মহামদে মত্ত হৈয়া অনীতি করিব।
আছুক অন্যের দায় তোমা পাসরিব॥
ব্রহ্ম পদ দিলে প্রভু নাই প্রয়োজন।
কেবল আমার বাঞ্ছা তোমার চরণ॥

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4. Render these lines into English.

5. Give the literal meaning of the following words: অস্ত্র শস্ত্র শাস্ত্র বস্ত্র হুতাশন অনায়াস।

যোড় করে বিভীষণ করে নিবেদন।
অন্য অস্ত্রে না মরিবে দুর্জ্জয় রাবণ॥
ব্রহ্মবাণ আছে ওর মন্দোদরী পাশ।
সে বাণ আনিলে হবে রাবণের নাশ॥

First Examination in Arts.

হনুমানে আদেশিয়া কমললোচন।
ছলেতে আনিল বাণ পবন নন্দন ॥
সেই বাণ লয়ে রাম যুড়িয়া ধনুকে।
ক্রোধ ভরে মারিলেন রাবণের বুকে ॥

দশ মাস তোমারে আনিল নিশাচরে।
নাহি জানি ছিলা সীতা কেমন প্রকারে ॥
আমারে করিবে নিন্দা এই বড় ভয়।
পরীক্ষা করহ সীতা যদি মনে লয় ॥
এমত শুনিয়া সীতা অতি দুঃখ মনে।
অগ্নিকুণ্ড জ্বালাইতে কহেন লক্ষ্মণে ॥

6. Why is করে found twice in the first of the above lines?

7. Are there in the above lines any nominative cases without finite verbs? If there be, how do you determine the syntax?

8. Are there any impersonal verbs in the above lines?

9. In what case are the words হনুমানে and লক্ষ্মণে, how would they be written in prose?

10. Translate the following lines into Bengali :—

The established religion of Lahore is Sikh or Khalsa. The inhabitants believe and worship Baba Nanuk whom they call Guru. They are authorized by him to eat hogs; the Mahommedans are scarcely tolerated, and even disgracefully treated. Lahore is governed in an absolute manner. The present king Ranjit Sing has passed a law that the noses and ears of thieves shall be cut off, and a fine of two or three thousand Rupees imposed on a murderer.

Examination Returns, &c.

BENGALI.

Examiner.—KISTO COMUL BHUTTACHARJEA.

1. Explain the following passages, noticing the derivation of words when required.

যেমন চন্দ্র লোক লোচনের আহ্লাদ জন্মাইয়া এবং তপন তাপ দান করিয়া স্ব স্ব নামের সার্থকতা লাভ করিয়াছেন, রঘুও প্রজা-রঞ্জন করিয়া রাজা নামের সেই রূপ সার্থকতা লাভ করিলেন।

অর্থাৎ দিলীপ রাজা আপন পুত্রকে সুলক্ষণ সম্পন্ন দেখিয়া ভাবিলেন এই বালকটী সর্ব্বশাস্ত্রে ও শস্ত্র যুদ্ধে পারগামী হইবেক অতএব তিনি গমনার্থ রঘ ধাতুর অর্থ গ্রহণ পূর্ব্বক পুত্রের নাম রঘু রাখিলেন।

2. What is the meaning of স্থূল in আপনকার সৃষ্ট পৃথিবী জলবায়ু প্রভৃতি স্থূল পদার্থ সকল and of রজঃ and সত্ত্ব in আপনা হইতেই মাতৃক রজোগুণ পরিত্যাগ পূর্ব্বক পৈতৃক সত্ত্বগুণ অবলম্বন করিলাম? Shew how the word সাত্ত্বিকতা is connected with the primary signification of সত্ত্ব।

3. Narrate in Bengali the legendary incidents on which the name সাগর of the ocean is founded.

4. What is the purport of the following expressions?

তদীয় বাহুযুগল প্রণাঘাত জনিত কিণচক্রে লাঞ্ছিত হয় নাই॥ যদি বায়ুভরে উভয়েই বিচলিত হয়, তবে বৃক্ষ ও পর্ব্বতে বিশেষ কি॥ যেন ক্ষত্রিয়ধর্ম্ম মূর্ত্তি পরিগ্রহ করিয়া ভূমণ্ডলে অবস্থিতি করিতেছেন॥ অগ্নি যে তূল রাশি দগ্ধ করে এ বড় কঠিন কার্য্য নহে, কিন্তু যেমন তৃণে মহার্ণবেও সেই রূপ প্রজ্বলিত হয় ইহাই বড় আশ্চর্য্য?

5. Translate the following words, phrases and sentences into English.

উপেক্ষা, চারিত্র, আভিজাত্য, ত্রিকালজ্ঞ, ইন্দ্রিয়াতীত, অনুল্লঙ্ঘনীয়, অবাতবিক্ষোভিত, ব্রত পালন, সুরস ইতিহাস, চিরন্তনী, প্রথা, শত্রুমণ্ডলে ভেদ প্রয়োগ, গজাস্কন্দী কেশরী কি ভয় প্রযুক্ত গিরিগুহায় শয়ন করিয়া থাকে, হিমবিমুক্ত হিমকর বিমল করজালে ধরামণ্ডল ধবলিত করিয়া বিলাসিগণকে উল্লাসিত করিল।

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6. Give Bengali expressions for the following English ones.

Pacific, pasture, engaging appearance, inveterate habits, skilled in gestic lore, vanity of human wishes, forbidden tree, animated bust, relentless power.

7. Explain the nature of তিন ঋণ, ছয় অঙ্গ and চারি আশ্রম।

8. Write a short Bengali essay on the view you take of Rama's exiling Sita to humour his people.

SANSCRIT.

Examiner.—Rev. K. M. Banerjea.

ओचन्नोऽवनते नराधिपभयाद्धिक्शब्दगर्भैर्मुखै
र्मौनग्रासनतोऽवकृष्टमवयं ये दृष्टवन्तः पुरा।
ते पश्यन्तु तथैव सम्प्रति जना नन्दं मया सान्वयं
सिंहेनेव गजेन्द्रमद्रिशिखरात् सिंहासनात्यातितं॥

1. Which is the subject or principal nominative in this sloka—which the verb—and which the object?

2. Explain the simile contained in these lines.

3. Give the meaning of सान्वयं and धिक्शब्दगर्भैः

पौरैरकृत्रिमैर्नवेन्दुवदनं निर्दिश्यमानः प्रभै
र्योराजेव पुरा पुराद्विरगमं राज्ञां सहस्रैर्वृतः।
भूयः सम्प्रति सोऽहमेव नगरे तस्यैव बन्धश्रमो
जीर्णोद्यानकमेव तस्कर इव त्रासादिष्यामि द्रुतं॥

4. Parse निरगमं and say of what conjugation is विष्यामि

5. Give the full signification of the words बन्धश्रमः and जीर्णोद्यानकं

6. What is the root of इत? Give its first and third persons singular present and 3rd preterite (की and डी.)

मम विभ्रवतः कार्यान्तरेभ्यो विधेरविध्येयतां
सहजकुटिलां कौटिल्यस्य प्रपिन्वयतो मतिं।

Examination Returns, &c.

अथच विहिते तत्पूजानां निकाममुपग्रहे
कथमिदमिच्छेत्युन्निद्रस्य प्रयोक्त्यनिशं निशाः ॥
कार्योपक्षेपमादौ तनुमपि रचयंस्तस्य विस्तारमिच्छन्
बीजानां गर्भितानां फलमपि गहनं गूढमुद्भेदयंश्च ।
कुर्वन् बुद्धा विमर्षं प्रकृतमपि पुनः संहरन् कार्यजातं
कर्त्ता वा नाटकानामिममनुभवति क्लेशमस्मादृशो वा ॥

7. Translate these lines into English.

8. Translate the following passage into Sanscrit.

We continued at Lahore to enjoy the civilities of our friends and learn the state of the country. Lahore is fortified and has a deep ditch. The streets are so narrow and muddy that two horses can scarcely pass, and no man can walk in them without dirtying his clothes as well as shoes. The air of Lahore is very pure.

SANSCRIT.

Examiner.—KISTO COMUL BHUTTACHARJEA.

1. ततः स सम्प्रेक्ष्य प्रस्फुरन्मश्रियं
प्रस्फुरन्नालोकनलोलचक्षुषम् ।
उवाच यद्यत्तमनोदितोऽपि गां
नहीङ्गितज्ञोऽवसरेऽवसीदति ॥

(*a*) Shew the connection between the 2nd and the last feet of the above.

(*b*) What is meant by प्रस्फुरन्, आलोक, मनोदित and गो here? Mention the different meanings of the last.

2. यद्योऽधिगन्तुं सुखमिच्छया वा
मनुष्यसङ्घामतिवर्तितुं वा ।
निरन्तसुकानामभियोगभाजां
समुत्सुकेवाप्तमुपैति सिद्धिः ॥

First Examination in Arts.

(*a*) What is the force of निवृत्तकामा here? What is मनोऽसंज्ञाया अतिवर्तनं? Give an exact English synonym for अभियोग.

(*b*) What rhetorical दोष would be corrected by making तुल्यमीप्सितं in place of तुल्यलिप्सया?

3. तुल्या भवद्भ्यः सत्यदेवा दृष्टैर्दिवोवीतभयाहयाद्याः।
विमर्शं कलुषीभवन्ति चेतः कथयत्येव हितैषिणं रिपुं वा॥
व्रजन्ति ते मूढधियः पराभवं भवन्ति मायाविषु ये न मायिनः।
दिशन्त्यपायं हि सतामतिक्रमः॥

(*a*) Quote passages parallel to the above.

(*b*) विश्रम्य विश्रे नाम॥ अवसाययितुं क्षमाः सुखं न विधेयेषु विशे यसम्पदः॥ Give instances where the words नामन् सम्पद् are used in the same sense as in the foregoing.

4. Give a full explanation of the following verses.

स्पृहणीयगुणैर्महात्मभि-
श्चरिते वर्त्मनि यच्छतां मनः।
विधिहेतुरहेतुरागसां
विनिपातोऽपि समः समुन्नतेः॥
वीतौजसः सन्निधिमात्रभेषजा
भवत्कृतां भूतिमपेक्षमाणाः।
समानदुःखा इव नख्वदीयाः
सरूपतां पार्थ गुणा भजन्ते॥
ध्वंसेत हृदयं सद्यः परिभूतस्य मे परैः।
यद्यमर्षः प्रतीकारं भुजाभ्यां न लभयेत्॥
समस्य सम्यांदयतां गुणैरिमां
त्वया समारोपितभार भारतीम्।
प्रगल्भमात्मा धुरि धुर्य्य वाग्मिनां
वनेचरेणापि सताधिरोपितः॥

5. Explain the nature of the 4 *expedients* or उपाय the three *powers* or शक्ति and the seven *members* or अङ्ग of a kingdom.

Examination Returns, &c.

6. Describe in Sanscrit the characters of Yudhisthira, Bhimasena and Arjuna, such as they figure in Kiratarjunya.

7. How do you account for the dative पत्ये in तत्कुलपतिः पत्ये प्रजायाः प्रियदर्शनः॥ the nominative विषवृक्षः in विषवृक्षोऽपि संवर्ध्य स्वयं छेत्तुमसाम्प्रतम्॥ the instrumental आत्मा in आत्मा यदित्थं परवशेषि जन्तुः॥ and the accusative दधिक्षेत्रं दधीदिकामाचाष्ट इव नूयते॥

8. Explain the formation of परासिषिषु, अनायितुं, and उमाजानुर्वशाय. What is the reason of आत्मनेपद or शानच- in the last? To what समास are the compounds उद्यावच, चिन्तितोपस्थित, पीतप्रतिबद्ध and वामशीलिन to be referred?

HINDI.

Examiner.—Rev. K. M. Banerjea.

तिलक भाल बनमाल अधिक राजत छवि।
मोर मुकुट की लटक चटक बरनत अटकत कवि॥
पीताम्बर फहराद मधुर मुसक्यान कपोलन।
रच्यौ रुचिर मुख पान तान गायत मृदु बोलन॥
रति कोटि का अभिराम अति दुष्ट निकंदन गिरधरन।
आनन्द कंद ब्रजचंद प्रभु सु जय जय जय असरन सरन॥

1. How far does the first sentence extend in the above lines? give the agent, verb, and object in that sentence.

2. Translate the four last lines into English.

प्रीतम या कलिकाल में कहूं ऐसी को आहि।
एक वस्तु जिहिं सौंपिये दे दस गुन करि ताहि॥
सुनौ अर्थ मन मोहनी है यह धरा सुभाइ।
बोये एकै बीज के दे दस गुना करि ताइ॥
ऐसौ बड़ भख कौन है खात जु नाहिं अघाय।
खात खात भोजन घटै तब आपहि मरु जाय॥

First Examination in Arts.

बड़ भख व्याल जानिये इन बकरी बड़ खाय।
जब भोजन घट जात है तब सीरी है जाय॥

3. Paraphrase these lines.

तुलसी रसना तौ भली जो तू सुमिरै राम।
नातर काढ़ि निकासियै मुख मे भलौ न चाम॥

4. What is meant by चाम in these lines?
5. What part of speech is जो here?

भले बुरे निवहैं सबै सहत पुरुष के संग।
चन्द सर्प जल अग्नि ये बसत शंभु के अंग॥

6. Explain the sense of these lines.
7. What does the word जल refer to here?
8. Translate the following English passage into Hindee.

The established religion of Lahore is Sikh or Khalsa. The inhabitants believe and worship Baba Nanuk whom they call Guru. They are authorized by him to eat hogs; the Mahommedans are scarcely tolerated, and even disgracefully treated. Lahore is governed in an absolute manner. The present king Ranjit Sing has passed a law that the noses and ears of thieves shall be cut off, and a fine of two or three thousand Rupees imposed on a murderer.

HINDEE.

Examiner.—Rev. K. M. Banerjea.

धुआं देखि खर दूषण केरा।
जाइ सुपनखैं रावन प्रेरा॥
बोली बचन क्रोध करि भारी।
देश कोश की सुरति बिसारी॥

Examination Returns, &c.

बरसि पान सोइ बसि दिन रावी।
सुधि न तोहि सिर पर आराती॥
राज नीति बिनु धन बिनु धर्मा।
हरि हि समर्पे बिनु सत कर्मा॥
विद्याबिनु विवेक उपजाये।
श्रमफल पढ़े किये अरु पाये॥
संगतें यती कुमंत्रतें राजा।
मानतें ज्ञान पानतें लाजा॥
प्रीति प्रनय बिनु मदतें गुनी।
नासहिं बेगि नीति अस सुनि॥

1. Translate these lines into English.

उमा एक निज प्रभुहि बस पुनि इनके बड़ भाग।
तरब चहहिं प्रभु सर लगे बिना योग जप जाग॥

2. Explain the force of this couplet—and also the following:

तात स्वर्ग अपवर्ग सुख धरिय तुला एक अंग।
तुले न ताहि सकल मिलि जो सुख लव सत संग॥

3. What is nominative to the verb तुले?

मनऊ बारि निधि बूड़ जाहानू।
भयउ बिकल जनु बनिक समाजू॥
एकहि एक देहिं उपदेसू।
तजेउ राम हम जानि कलेसू॥
निंदहि आपु सराहहिं मीना।
धिग जीवन रघुबीर बिहीना॥

4. Paraphrase these lines.

कोमल चरन चलत बिनु पनहीं।
भै मृदु भूमि सकुचि मन मनहीं॥

First Examination in Arts.

कुस कटक काँकरी कुराई।
कटुक कठोर कुबस्तु दुराई॥
महि मंजुल मृदु मारग कीन्हे।
बहत समीर त्रिबिध सुख लीन्हे॥
सुमन बृष्टि सुर घन घाँरि छाहीं।
बिटप फुलि फलि तृन मृदु ताहीं॥
मृग बिलोकि खग बोलि सुबानी।
सेवहिं सकल रामप्रिय जानी॥

5. Point out the participles in these lines.
6. To what verbs belong समीर सुर बिटप and मृग?
7. What is meant by त्रिबिध and सकल?
8. Translate the following passage into English.

आगे गुरु से बिदा हो बलदेव जी चले चले गोकुल में पधारे तो देखते क्या हैं कि बन में चारों ओर गायें मुंह बायें बिटप खायें श्रीकृष्ण चंद की सुरत किये बांसुरी की तान मे मन दिये रांभती हाँकती फिरती हैं तिन के पीछे पीछे ग्वाल बाल हरि जस गावे प्रेम रंग राते चले जाते हैं और जिधर तिधर नगर निवासी लोग प्रभु के चरित्र औ लीला बखान रहे हैं महाराज जन्म भूमि में जाय ब्रजवासियों औ गायों की यह अवस्था देखि बलराम जी करुना कर नयन में नीर भर लाये।

ORIYA.

Examiner:—Rev. K. M. Banerjea.

ହେ ରାଜନ ସଂସାରେ ଯାହାର ଗୁଣ ଅଛି ସେ ଜୀଇଥାଏ। ଅଥବା ଯାହାର ଯଶଃକାହିଁ ଅଛି ସେ ଜୀଇଥାଏ ଏଥିରୁ କଥାରେ ଯେ ଜ୍ଞାନ ହୋଇଲା ସେ ଜୀଇ ଥିଲେହେଁ ମୃତର ସମାନ। ମଲେହେଁ ତାହା ସକାଶରୁ କିଛିହେଁ ହାନି ନାହିଁ। ସେ ଧର୍ମିଷ୍ଠକାଳୁ ଏମନ୍ତ କହନ୍ତେ ରାଜା ସାରଦକ୍ରମଦେବ ସେ ଧର୍ମିଷ୍ଠକାଳୁ କ ହରଷ ହୋଇ କୋଟିପ୍ରି ସୁବର୍ଣ୍ଣ ଦେଲେ। ଏମନ୍ତେ ହୋଇ

ହେ ବୀରଭଦ୍ରଦେବସମରାଜ୍ୟ କରନ୍ତେ କେତେହେଁନ ଦନ ଅନ୍ତରେ ଏକ ବୈଦେଶିକ ଗଣକ ଅସି ପ୍ରବେଶ ହୋଇଲା ଜ୍ୟୋତିଷ ଶାସ୍ତ୍ରରେ ବହୁତ ସମଶ ଶାସ୍ତ୍ରପଢ଼ି ଅଛୁ । ସପ୍ତାଙ୍ଗପଞ୍ଜି ଦେଖ ରାଜାଙ୍କ ସମ୍ମୁଖେ ପ୍ରବେସ୍ତ ହୋଇଲା । ଉଥି ବାର ନକ୍ଷତ୍ର ଯୋଗ କରଣ ଇତ୍ୟାଦି ସପ୍ତାଙ୍ଗ ଗଣାଇଲା । ରାଜା ବୀର-ଭଦ୍ରଦେବ ସେ ବୈଦେଶିକକୁ ଦେଶି ବଡ଼ ସାଦର ଘର ବସାଇଲେ । ରାଜା ପଚାରରେ ତୋ ଗଣକ ଏସମ୍ଭରେ ଆମ୍ଭ ରାଜ୍ୟକୁ ପାଳକ କେମନ୍ତ ହୋଇବ ତାହା କହ । ସେ ରାଜା ଏମନ୍ତ ପଚାରନ୍ତେ ସେ ଗଣକ ଗ୍ରହ କୋଷ୍ଠିପାଠ ସମ୍-ସ୍ତର ପାଳକ ବୁହି ରାଜାଙ୍କୁ ଜଣାଇଲା । ତୋ ଦେବ ଏ ସମ୍ଭରେ ତୁମ୍ଭ ରାଜ୍ୟ-ରେ ବୃଷ୍ଟି ନୋହିବ । ବାର ବରଷ ପର୍ଯ୍ୟନ୍ତେ ଦୁର୍ଭିକ୍ଷ ହୋଇବ । ସେ ଗଣକ ଏମନ୍ତ କହନ୍ତେ ରାଜା ଆଶ୍ଚର୍ଯ୍ୟ ହୋଇ ବୋଇଲେ । ତୋ ଗଣକ ଆମ୍ଭ ରାଜ୍ୟ-ରେତ ଅଧର୍ମ ଆଚରଣ ନାହିଁ । କେଉଁ ଦୋଷରୁ ରାଜ୍ୟ ଦୁର୍ଭିକ୍ଷ ହୋଇବ । ରାଜା ଏମନ୍ତ ପଚାରନ୍ତେ ସେ ଗଣକ ବୋଇଲା । "ତୋ ଦେବ ଯହିଁ ଅଧର୍ମ ଆଚରଣ ଯହିଁ ପାପ କର୍ମ ପ୍ରବର୍ତ୍ତ । ସେ ରାଜ୍ୟକୁ ଗ୍ରହପୀଡ଼ା ନ ଥାପେ ।

1. Translate into English the above passage from the beginning to the words ହୋଇବ ତାହା କହ. (13 lines.)

2. What is the difference in meaning between ଉଥି and ବାର ?

3. Give the meaning of the terms କରଣ and ଯୋଗ what other meaning have these words besides those in the text ?

4. What is the literal meaning of the words ଗଣକ and ଦୁର୍ଭିକ୍ଷ ?

5. What is ଗ୍ରହପିଡ଼ା ?

6. Give four synonymes of ସୁବର୍ଣ୍ଣ three of ଦେବ and six of ରାଜା.

ଅନେକ ରାଜାଙ୍କେକମାନେ ତୁମ୍ଭମାନଙ୍କର ଏ କେଉଁ ଧର୍ମ ତୁମ୍ଭେମାନେ ଆପଣା ସୁଖର କାରନ୍ତେ ମହା ପ୍ରାଣୀ ସେ ମନୁଷ୍ୟ ତାହାକୁ ଦେବତାଙ୍କ ପାଖେ ବଳିଦାନ ଦିଅ । ଏମନ୍ତ ବଳିଦାନର ଯେଉଁ ପୁଣ୍ୟ ଉପୁଜଇ ସେ ପୁଣ୍ୟର ଯେଉଁ ସୁଖ ହୋଏ ସେ ସୁଖ ଏସଂସାରେ ଥାଇ ଜେତେ ଦନ ଭୋଗ କରିବ ।

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7. Explain what is meant by ଧମ୍ମ and ଗୁଣ୍ଯ and what is the literal meaning of ସ·ସାର୍.

8. Translate the following passage into Oriya.

The established religion of Lahore is Sikh or Khalsa. The inhabitants believe and worship Baba Nanuk, whom they call Guru. They are authorized by him to eat hogs; Mahommedans are scarcely tolerated, and even disgracefully treated. Lahore is governed in an absolute manner. The present king Ranjit Sing has passed a law that the noses and ears of thieves shall be cut off, and a fine of two or three thousand Rupees imposed on a murderer.

ORIYA.

Examiner.—Rev. K. M. Banerjea.

ଦୂରଦର୍ଶୀ ନାମରେ ଗୃଧ୍ର କହୁଅଛୁ, ହେ ମହାରାଜ, ବ୍ୟସନରୁ ହେଉଚି ଯୁଦ୍ଧ ବଞ୍ଚିବି ନୁହେଁ । ଯଥା ମିଶି, ଅମାତ୍ୟ ସହାଯୁ, ଏହାମାନେ ଯେତେବେଳେ ଦୃଢ଼ଭକ୍ତ ହୋଇ ଥାନ୍ତି ଆଉ ଶତ୍ରୁମା ନଙ୍କର ବପକ୍ଷ ହୋଇ ଥାନ୍ତି ଯେତେବେଳେ ବଞ୍ଚହ କର୍ତ୍ତବ୍ୟ । ପୁନଶ୍ଚ ଭୂମି, ମିଶି, ସୁବର୍ଣ୍ଣ, ଏଉନ ଯୁଦ୍ଧର ଫଳ, ଏମାନେ ଯେତେବେଳେ ନଷ୍ଟଯୁ ହେଉଥିବେଳେ ବଞ୍ଚହ କର୍ତ୍ତବ୍ୟ ।

1. Give the meaning of the words ବ୍ୟସନରୁ ଦୃଢ଼ଭକ୍ତ ବଞ୍ଚହ ମିଶି What other meanings have the words ମିଶି and ବଞ୍ଚହ ?

2. Explain fully the author's meaning in the last sentence of the above extract.

ଶୁଣ, ଯେଉଁ ସଭାରେ ବୃଦ୍ଧ ଲୋକ ନାହିଁ ସେ ସଭା ନୁହେଁ; ଯେଉଁମାନେ ଧର୍ମ କୋଲଣ୍ଡ ନାହିଁ ସେମାନେ ବୃଦ୍ଧ ନୁହନ୍ତି; ଯହିଁରେ ସତ୍ୟ ନାହିଁ ତାହା ଧର୍ମ ନୁହେଁ; ଯହିଁରେ ଛଳ ଅଛୁ ତାହା ସତ୍ୟ ନୁହେଁ; କାରଣ କ ଧର୍ମ ଏହି ଅର୍ଥାତ୍, ମ୍ଳେଚ୍ଛ ଦୂତସ୍ପର୍ଶା ଅକଥ୍ୟ, କଯାଁକ ଭଳା ଦୂତମୁଖ ଅଟନ୍ତି, ଅତଏବ ଶସ୍ତ୍ର ଉଠିଲେ ହେଲେହେଁ ଦୂତ ଅନ୍ୟଥା ବୋଲେ ନାହିଁ । ଏବ ଦୂତ ବାକ୍ୟରେ କ୍ଷ ଅପଗାରୁ ଅଧମ ଓ ଥରକୁ ଉତ୍ତମ ଜ୍ଞାନ କରୁ ମାନେ ? ଦୂତ ସଙ୍ଗେ ଯବନ

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ଉପରେ ସବୁ କଥା କହେ । ତୁମ୍ଭରେ ରାଜା ଏବଂ କାକ ସୁସ୍ଥିର ହେଲେ ଅଉ ଶୁକ ଉଠି ଚାଲି ଗଲା । ପଶ୍ଚାତ୍ ଚକ୍ରବାକ ଚାଲୁ ଅଣାଇ ପ୍ରବୋଧ କରି କଳକାଲଙ୍କାରଦ ଦେଇ ଚାଲୁ ବଦାଯଂ କଲା । ଇହିଁ ଉତ୍ତର ଶୁକ ବନ୍ଧ୍ୟାଚଲକୁ ଯାଇ ସ୍ୱରାଜାଙ୍କୁ ପ୍ରଣାମ କଲା ।

3. Translate the above passage into English.

4. What difference in there in meaning between ସାଲୁ ନା and ପ୍ରବୋଧ?

5. Explain the Sandhi in the words କଳକାଲଙ୍କାରଦ and ଜଯେଚ୍ଛୁ.

6. Give two synonymes of ଅମାତ୍ୟ four of ଯୁଦ୍ଧ and five of ଅଚଳ What does this last word mean when in the feminine gender?

ସିଂହ କହୁଅଛ, କ ଚର୍ମହାର । ଆମ୍ଭେ ଅବଧ୍ୟ ବଚନ ଦେଇ ଆଣିଅଛୁଁ, ଏବଂ ବଢ଼ାଇ ଅଛୁଁ ; ତେବେ କଉପେ ଆମ୍ଭଙ୍କୁ ନଷ୍ଟ କରିବାର ଇଚ୍ଛା କରୁ ।

7. Explain this passage.

8. Translate the following extract into English.

ରାଜାଙ୍କ ସୈନ୍ୟଗଣର କୋଲାହଳ ଶ୍ରବଣରେ ଲବ, କୁଶ ଦୁହେଁ ପରସ୍ପର ଏହି କଥା କହିଲେ, ଦେଖ ଭାଇ ! ଅଣ ନମ୍ନମ୍ନେ ପ୍ରାପ୍ତ ଆଉ କୌଣସି କାରି ଯୁଦ୍ଧ କରିବାକୁ ଆସୁଅଛନ୍ତି ; ଅତଏବ ଚାଲ ଆମ୍ଭେ ତାଙ୍କୁ ମାର କରି ଆସିବା । ସୀତା ଏହି କଥା ଶ୍ରବଣ କରି ପ୍ରଶ୍ନ କଲେ ହେ ବତ୍ସ ! ତୁମ୍ଭେ କେଉଁଠାକୁ ଯିବ, ଦେଖ କାହା ସଙ୍ଗେ ବାଦାନୁବାଦ କର ନା । ତୁମ୍ଭେ ବାଳକ, ଜଣ ମାରିବ ନଜଣ ଧରିବ, ଆମ୍ଭର ସଦ୍ଦା ଏହି ଭାବନା ଅଛଥନ୍ତି । ଲବ କୁଶ ଇଷତ୍ହାସ୍ୟ କରି କହିଲେ ଜନନି ! କେଉଁଠାରି ରାଜାମାନେ ନଉଥ ନଉଥ ମୃଗୟା କରିବାକୁ ଆସି ଉପୋବନ ଭଗ୍ନ କରନ୍ତି, ତହିଁରେ ଆମ୍ଭେମାନେ ଅଦ୍ୟନ୍ତ ଦୁଃଖ ପାଉଁ । ବୋଧ ହୁଏ ଆଜ କୌଣସି ବ୍ୟକ୍ତି ଉପୋବନ ନଷ୍ଟ କରିବାକୁ ଆସିଅଛନ୍ତି, ଆମ୍ଭେ ତାକୁ ବାହାର କରି ଦେବାକୁ ଯାଉଅଛୁଁ ; ଏଥିରେ ବିବାଦ ହେଲେ ହେବ ଭୟ କ ? ତୁମ୍ଭେ ଆସିବାଦ କର, ଆମ୍ଭେ ଜୟ କରି ଆସିବୁ, କଦାପି ହରିବୁ ନାହିଁ ।

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ENGLISH HISTORY.

Examiner.—J. W. McCRINDLE, M. A.

1. Give an account of the Druids and of their religious system.

2. Describe the social and political condition of Britain under the Roman rule.

3. Give a sketch of the career of St. Dunstan.

4. Narrate the chief events that occurred in the reign of Edward the Confessor. Why was his memory so affectionately cherished by the English nation?

5. Compare the Laws and Political Institutions of the Normans with those of the Saxons.

6. Enumerate, with dates, the Sovereigns of the House of Plantagenet.

7. Give an account of the third Crusade. What ultimate benefit did the English nation derive from the Crusades?

8. What circumstances led to the fall of the English power in France?

9. Sketch briefly the history of Richard the Third, and give your estimate of his character.

10. Mention the most eminent writers, philosophers and statesmen of the reign of queen Elizabeth. State on what the fame of each chiefly rests.

11. Where are the following places: Brunanburgh, Northallerton, Evesham, Falkirk, Halidon Hill, Shrewsbury, St. Albans, Tewkesbury, Pinkey, St. Quentin? What battles were fought at or near them? Give in each case the date: and name the victorious party.

12. Explain the following terms: Wittenagemot, Danegelt, gavel-kind, Constitutions of Clarendon, Statute of Mortmain, praemunire.

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ENGLISH HISTORY.

Examiner.—E. B. COWELL, M. A.

1. Give a brief history of the court of Star Chamber.

2. Write a sketch of the principal events between the meeting of the Short Parliament and the execution of Strafford. What was the position of parties at the latter date?

3. Give an outline history of the Rump Parliament, down to its dissolution by Cromwell. Why was this dissolution considered illegal?

4. What were the principal arbitrary measures of James II.?

5. Give the dates and the principal conditions of the Secret and Partition Treaties.

6. Describe the state of the British empire in 1756, as regards Europe, India, and America. What advantages did England gain by the peace of Paris?

7. Give a sketch of Lord Cornwallis' career in America, Ireland and India.

8. Trace the genealogy of George III. and the young Pretender from James I.

9. Write a history of Flanders, so far as it is connected with English history, down to the peace of Utrecht.

ARITHMETIC AND ALGEBRA.

Examiner.—VENERABLE ARCHDEACON PRATT, M. A.

1. Define a plane, a rhombus and parallel straight lines.

The straight lines which join the extremities of two equal and parallel straight lines, towards the same parts, are also themselves equal and parallel.

What is meant by the expression "towards the same parts?"

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2. Prove that the straight lines which join the extremities of two equal and parallel straight lines, towards opposite parts, bisect one another.

3. In a given circle to inscribe a triangle equiangular to a given triangle.

Supposing the triangle to be acute-angled, draw through each of the angular points, straight lines touching the circle, thus forming an external triangle: shew that a simple relation connects each angle of the exterior with the opposite angle of the interior triangle.

4. Find a mean proportional between two given straight lines.

5. If two planes cut one another, their common section shall be a straight line.

If three planes have a common intersection, and two straight lines be drawn meeting these planes in the points A, B, C; and A^1, B^1, C^1, respectively, shew that if AA^1, BB^1, meet in a point, CC^1 shall pass through the same point.

6. Find the value of $\left(\frac{\sqrt{27}+\sqrt{12}}{\sqrt{117}+\sqrt{52}}\right)\left(\frac{\sqrt{18}+\sqrt{8}}{\sqrt{63}+\sqrt{28}}\right)$ to three places of decimals.

7. How much money must be invested in the 3 per cent., consols when they are at 92½, to produce the same income as would be produced by £1530 invested in the 3½ per cents., at 95.

8. Reduce the following expressions to their simplest forms:—

$$\frac{3x^2-8x+5}{x^3-4x^2+5x-2}$$

$$\frac{2x^3+ax^2+4a^2x-7a^3}{x^3-7ax^2+8a^2x-2a^3}$$

Examination Returns, &c.

9. Eliminate a, b, c, from the Equations

$$\frac{x^m}{a^m} + \frac{y^m}{b^m} + \frac{z^m}{c^m} = 1 = \frac{a^n + b^n + c^n}{p^m}$$

$$\frac{a^m + n}{x^m} = \frac{b^m}{y^m} = \frac{c^m + }{z^m}$$

10. Solve the equations

$$\frac{x - \sqrt{2x} + 1}{x + \sqrt{2x} + 1} = \frac{a}{b}$$

$$\left.\begin{aligned} x + y + z &= 1 \\ z^2 + y^2 + z^2 + 6xy &= 0 \\ \frac{x}{y+z} + \frac{y}{x+z} + \frac{z}{x+y} &= 0 \end{aligned}\right\}$$

11. Write down the $(r+1)^{\text{th}}$ term of

$$(xy - \sqrt{9yz})^{\frac{17}{3}}$$

PLANE TRIGONOMETRY, LOGARITHMS AND STATICS.

Examiner.—THE VENERABLE ARCHDEACON J. H. PRATT, M. A.

1. Prove that Sin (A + B) = Sin A cos B + cos A Sin B, in which each of A and B is greater than one right angle and less than two right angles.

2. Prove that

$$\tan \frac{\theta}{2} = \sqrt{\frac{1 - \cos \theta}{1 + \cos \theta}}$$

3. If log 4350 = 3.6384893 and log 4351 = 3.6385891, find what log 43501 is, by proportional parts. Also write down the value of log 0.435.

First Examination in Arts.

4. Explain how by observing angles and measuring a base, you can find the distance between two inaccessible but visible objects in the same plane as yourself.

5. Prove that if A B C are three angles of a triangle

$$\text{Sin A} + \text{Sin B} + \text{Sin C} = 4 \cos \frac{A}{2} \cos \frac{B}{2} \cos \frac{C}{2}$$

6. Find the sine, tangent, and chord of 45°. Which of them has the middle value?

7. If three forces acting on a point in the same plane hold it at rest, prove what relation they must bear to one another in direction and magnitude.

8. Explain the action of the Screw as a mechanical power, and point out its resemblance to the inclined plane in its action.

9. Two weights are connected by a string, which lies upon an inclined plane, one weight hanging over the top of the inclined plane, and the other hanging from the bottom. What must be the relation of the weights that they may be in equilibrium, all effect of friction being neglected?

10. Prove that the centre of gravity of a solid pyramid on a triangular base is three quarters of the length of the axis from the vertex. Why will it not be the same if the pyramid is hollow?

MENTAL SCIENCE.

Examiner.—GEORGE SMITH.

1. Define philosophically and distinguish between these terms—Inductive and Deductive; Analysis and Synthesis; Subject and Object; Law and Phenomenon.

2. Define Consciousness. What are its functions?

3. What is meant by primary and secondary qualities of

Body? What are they? How do we acquire a knowledge of them?

4. Of what value is experience as a source of knowledge? Illustrate your answer from the sense of sight.

5. State the common doctrine of the association of ideas.—What modern philosophers have made it the cardinal point of their system?

6. Contrast the faculty of Imagination with that which Dr. Abercrombie calls reason or judgment.

7. What is a syllogism? What is its value in the investigation of truth? Illustrate your answer by examples.

8. What are the criteria of First Truths? Analyse our belief in our personal identity.

9. Explain briefly the doctrine of Berkely, Hume, and Reid on the "Ideal Theory."

10. What arguments does Dr. Abercrombie adduce for the immateriality and immortality of the thinking principle? Wherein does Reason fail us and what supplements it?

MORAL PHILOSOPHY.

Examiner.—J. TALBOYS WHEELER.

1. What is meant by "Theory of Morals?" Explain that of Mandeville, Hume, Hobbes, Paley, and Adam Smith. State objections to each.

2. Point out the distinction between the Desires and the Affections.

3. State the three elements of Veracity: which of the three is calculated to prove most injurious to Society? Give reasons.

4. When does Resentment prove of moral value?

5. How does Justice differ from Benevolence?

6. Define "Motives," "Moral Habits," "Conscience," and "Passion."

7. "A sound and rational Self-love ought to lead us to seek our own true happiness." Prove this.

8. How does Moral Approbation operate upon the Affections?

9. Indicate the various heads under which Abercrombie treats of Justice.

10. Define Patriotism and its sources.

ENTRANCE EXAMINATION.

[N. B.—Each Candidate was examined in two languages only, of which English was necessarily one.]

ENGLISH POETRY.

Examiner.—Rev. J. Cave Browne, M. A.

1. Give a short contrast between Goldsmith and Cowper as Men, and as Poets.

2. State the languages from which the following words were introduced into the English:—

Village, health, plenty, laboring, laughter, tyrant.

3. Describe the different sorts of verbs, giving an example of each.

4. Give a concise paraphrase in prose of either or both of the following passages.

"How often have I blessed the coming day,
When toil remitting lent its turn to play;
And all the village train, from labour free,
Led up their sports beneath the spreading tree:

Examination Returns, &c.

While many a pastime circled in the shade,
The young contending as the old surveyed;
And many a gambol frolicked o'er the ground,
And sleights of art and feats of strength went round."

"Beside yon straggling fence that skirts the way
With blossomed furze, unprofitably gay,
There, in his noisy mansion skilled to rule,
The village master taught his little school;
A man severe he was, and stern to view;
I knew him well, and every truant knew.
Well had the boding tremblers learned to trace
The day's disasters in his morning face;
Yet he was kind; or, if severe in aught,
The love he bore to learning was in fault."

5. Parse the following couplet—

"O blest retirement! friend to life's decline,
Retreat from care, that never must be mine."

6. Explain briefly the allusions in the following passages:—

(*α.*) "But times are altered; trade's unfeeling train
Usurp the land, and dispossess the swain."

(*β.*) "Those poisonous fields, with rank luxuriance crowned,
Where the dark scorpion gathers death around."

ENGLISH PROSE.

Examiner.—J. S. Graves, *Senior.*

1. Write the following passage correcting misspelt words—

"The advance of the human mind towards any object of laudible persuit may be compared to the progress of a body driven by a blow. It moves for a time with great velocity and vigor, but the force of the last impulse is perpetualy decreesing, and though it should encounter no obsticle capeable of quelling it by a sudden stop, the resistence of the medium

Entrance Examination.

through which it passes, and the latant inequallities of the smoothest surfice will, by continual retardation, wholy overpower it."

Explain "driven by a blow." What is the medium through which it passes? Define "retardation" and give its opposite.

2. Youth enters the world with very happy prejudices in her own favour. She has not yet learned that the most evident claims to praise or preferment may be rejected by malice against conviction, or by indolence without examination; that some are engaged in complications of interest which they imagine endangered by every innovation and that whoever aspires to the notice of the public must struggle with the opposition of the daring and elude the stratagems of the timorous, must quicken the frigid, and soften the obdurate, must reclaim perverseness, and inform stupidity.

Alter the above by substituting plural nouns for singular abstract nouns. "That some are engaged," &c., verify the remark by any recorded fact.

3. Give some of the leading traits of the character of Pizarro, with instances from his life.

4. Give an account of the method pursued in the capture of the whale.

5. What were the principal productions and manufactures of Tahiti as observed by Captain Cook.

6. Give the feminines of Abbot, hero, executor, negro; and the plurals of tyro, hero, loaf, grief, staff, distaff, seraph, medium.

7. Write short sentences, each containing some part of one of the following verbs, not being the last word of a sentence,—desist, persist, insist, reflect, resolve, accuse.

8. Correct the following.

(*a.*) I have lent him a book last week which he did not return as yet.

(*b.*) The natural objects have been in general arranged, for purpose of the classification under the minerals, the vegetables, and the animals.

(*c.*) The pleasures of the understanding are more preferable than those of the senses.

Note.—The correct sentences to be written in full.

LATIN POETRY.

Examiner.—Rev. J. Cave Browne, M. A.

1. Give a brief outline of the XIIth Book of the Æneid.

2. Name the voice, tense, and mood of the following verbs, and the present tense of each:—

defecisse, reposci, attollit, affatur, pepigere, patiare.

3. Explain the different meanings and construction of the words amnis, cunctus, totus.

4. Translate closely either or both of the following passages—

(*a.*) "His agitur furiis: totoque ardentis ab ore
Scintillæ absistunt; oculis micat acribus ignis
Mugitus veluti cum prima in prœlia taurus
Terrificos ciet, atque irasci in cornua tentat,
Arboris obnixus trunco; ventosque lacessit
Ictibus, et sparsâ ad pugnam proludit arenâ."

(*β.*) "En omnes, ot Trões, et Arcades, hi sunt;
Fatalisque manus, infensa Etrurea Turno:
Vix hostem, alterni si congrediamur, habemus
Ille quidem ad superos, quorum se devovet aris,
Succedet famâ, vivusque per ora feretur:
Nos, patriâ amissâ, dominis parere superbis
Cogemur, qui nunc lenti consedimus arvis.

5. Translate and explain either or both the following:—

Entrance Examination.

(α.) (Latinus)—"Cui tempora circum
Aurati bis sex radii fulgentia cingunt
Solis avi specimen:—

(β.) "Jupiter ipse duas æquato examine lances
Sustinet, et fata imponit diversa duorum;
Quem damnet labor, et quo vergat pondere letum."

6. Parse the following passage

"Opera omnia rumpit
Lætitiâ exultans; horrendumque intonat armis.

7. Scan these lines, and explain any exceptional rules of Prosody

"Pilumno quos ipsa decus dedit Orthyiâ:"
"Fatalisque manus, infensa Etruria Turno,"

LATIN PROSE.

Examiner.—J. S. GRAVES, *Senior.*

1. Quarta restat causa, quæ maxime angere, atque sollicitam habere nostram ætatem videtur; appropinquatio mortis, quæ certe a senectute non potest longe abesse. O miserum senem, qui, mortem contemnendam esse, in tam longa ætate non viderit! quæ aut plane negligenda est, si omnino extinguit animum; aut etiam optanda, si aliquo eum deducit, ubi sit futurus æternis. Atqui tertium certe nihil inveniri potest. Quid igitur timeam, si etiam non miser post mortem, aut beatus etiam futurus sum? quamquam quis est tam stultus, quamvis sit adolescens, cui sit exploratum, se ad vesperum esse victurum? quin etiam ætas illa multo plures, quam nostra, mortis casus habet: facilius in morbos incidunt adolescentes; gravius ægrotant, tristius curantur, itaque raro veniunt ad senectutem: quod ni ita acciderent, melius et prudentius viveretur. Mens

enim, et ratio, et consilium, in omnibus est: qui si nulli fuissent, nullæ omnino civitates essent.

Translate the above into English.

Give the principal parts of augere, victurum, accideret.

What other verb makes the participle victurus?

What is the difference between incidunt and incidant?

Compare tristius, melius, prudentius.

Distinguish between the meaning of abesse, deesse and prodesse.

2. Translate—

Est autem amicitia nihil aliud nisi omnium divinarum humanarumque rerum, cum benevolentia et caritate summa conscientia: qua quidem haud scio, an excepta sapientia nihil quicquam melius homini sit a diis immortalibus datum. Divitias alii repetunt, bonam alii valitudinem, alii potentiam, alii honores, multi etiam voluptates: beluarum hoc quidem extremum est: illa autem superiora, caduca, et incerto, posita non tam in nostris consiliis, quam in fortunæ temeritate. Qui autem in virtute summum bonum ponunt, præclare illi quidem: sed hæc ipsa Virtus amicitiam et gignit et continet: nec sine virtute amicitia esse ullo pacto potest.

3. Render into Latin.

Isocrates says that he wrote in his ninety-fourth year, that book which is entitled Parthenicus; and he lived five years afterwards; whose master Leontinus completed a hundred and seven years; nor did he ever grow remiss in his study. When he was asked of him why he wished to live so long? I have nothing, says he, that I can reproach old age with.

Entrance Examination.

BENGALI.

Examiner.—RAMGUTI NYARUTNA.

"ছয় জন দস্যুর দাসত্ব কর মন।
তবে তব এত গর্ব্ব বল কি কারণ" ॥

1. Who are the six Dassayus (দস্যু) and why are they called so?

"দান ভোগ হীনের সম্পদে কিবা ফল।
রিপুবশ কুলের কি ফল বল বল ॥
ধর্ম্মজ্ঞান না হলে কি কাজ অধ্যয়নে।
জিতেন্দ্রিয় না হলে শরীর কি কারণে ॥
ক্ষান্তি গুণ আছে যার কবচে কি হয়।
ক্রোধ আছে যার তার শত্রুতে কি ভয় ॥
যথায় দুর্জ্জন সঙ্গ কি ভয় ফণীতে।
বিদ্যারত্ন আছে যার কি কাজ মণিতে ॥"

2. Turn the above lines into correct and idiomatic Bengali prose.

"হাসি হাসি হাসি ভাসিলে বনে।
অলি আসি বসে কমল বনে ॥"

3. Give the different meanings of the word বনে in the two lines.

4. What is অলি? Give some other name of it.

"কুঞ্জে কুঞ্জে পুঞ্জে পুঞ্জে ভ্রমর গুঞ্জরে।
শাখাতে শাখাতে নানা বিহঙ্গ বিহরে ॥"

5. Why are the words কুঞ্জে, পুঞ্জে and শাখাতে each repeated twice?

"অন্ধকারে আছিতেছে দোঁহাকার পায়;
এখানে প্রাণ রাখ করহার ঘায় ॥"

6. In what case are গায় and ঘায়? How ঘায় would be written in prose?

"দেবদত্ত অসি চর্ম্ম করযুগে ধরি।
রহেন পুরুষসিংহ দুষ্টদলহারী॥"

7. Point out all the instances of Samas (সমাস) in this verse.

8. Give the feminines of মৃদু, সুকেশ, মহৎ, সরস, and শূদ্র।

9. Translate the following passage into Bengali:—

"Summer having now commenced, Alexander set out on the conquest of India, his last and greatest military exploit, and soon arrived at Cabul which is not improbably one of the cities founded by him. There he summoned the sovereigns of India to yield him obedience, and Taxiles, whose territories stretched to both sides of the Indus, readily obeyed the summons.

BENGALI.

Examiner.—LAL BEHARI DE.

1. অলঙ্কার শাস্ত্রে অনুপ্রাস ও যমককে কাব্য নাটকাদির জীবন স্বরূপ বলিয়া বর্ণন করিয়াছেন। কিন্তু যদি সুকবির রসময়ী লেখনী-হইতে অবলীলাক্রমে অনুপ্রাস বা যমক নিঃসৃত হয়, তাহাই বাক্যের জীবন স্বরূপ হইয়া উঠে।

(a.) What is nominative to করিয়াছেন?

(b.) Shew the difference between কাব্য and নাটক?

(c.) What is the object of the science of অলঙ্কার?

(d.) How does অনুপ্রাস differ from যমক?

2. Give synonymes of the following words; পিণাক, বদরী, লম, অজিন, বিভূতি, পাংশু, মোষক, হ্যজন, বাপী and ব্যোম.

3. এই কথা বলিতে বলিতেই ক্রোধে প্রস্ফুরিতাধর কম্পমান কলে-বর আরক্ত ঘূর্ণায়মান বিস্ফারিতলোচন হইয়া ঐ নরনারীকে যুগপৎ

Entrance Examination.

ছেদন করিবার বাসনায় তৎক্ষণাৎ তীক্ষধার খড়্গ আনিলেন, এবং কোষহইতে অসি নিষ্কাশিত করিবার সময়ে সেই কবিদত্ত শ্লোক যে স্থানে ছিল তথায় নয়নপাত হইল।'

(a.) Explain the above passage in colloquial Bengali.

(b.) In what সমাস are বিস্ফারিতলোচন and নরনারী?

(c). In what cases are ক্রোধে, বাসনায়, কোষ and অসি?

4. Mention the names in Bengali of the various sorts of the leaves of plants, and give an instance of each sort.

5. Analyse the following words; উদ্ভিজ্জ, অব্যবহিত, ব্যতিরেক, পরিণত, ব্যাপ্ত and বর্ত্তমান।

6. Write a short Essay in Bengali on the sentence বিদ্যা অনেক সুখের আকর.

7. Translate the following passage into English;—

বাণিজ্যদ্বারা মনুষ্যের যে কত উপকার হয় তাহা বলিবার নহে। তদ্দ্বারা সংসারের অভাব দূরীকৃত করিয়া বসুমতীর শ্রীবৃদ্ধি সম্পাদনে সমর্থ হওয়া যায়; তদ্দ্বারা ধনসম্পত্তি সঞ্চয় করিয়া স্বচ্ছন্দে স্বাধীন অবস্থায় জীবন যাত্রা নির্ব্বাহ করিতে পারা যায়; তদ্দ্বারা পরিশ্রমের উৎসাহ প্রবলরূপে প্রবাহিত হয়; তদ্দ্বারা বিজ্ঞান, শিল্প পদার্থ প্রভৃতি নানাবিধ নৈসর্গিক ব্যাপার দর্শন করিয়া অতীব দূরদর্শী হইতে পারা যায়॥

SANSCRIT.

Examiner.—RAMGUTI NYARUTNA.

"স ত্বং নিবর্ত্তস্ব বিহায় লজ্জাং গুরৌ ভবান্ দর্শিতশিষ্যভক্তিঃ।
শস্ত্রেণ রক্ষ্যং যদশক্যরক্ষং ন তত্যশঃ শস্ত্রভৃতাং ক্ষিণোতি॥"

1. Parse and paraphrase the second half of the above (শ্লোক) sloka.

"স গুণ্ডমূলপ্রহৃতঃ শুচপার্ষ্ণিরয়াম্বিতঃ।
যযৌ রসমাদায় প্রতস্থে দিগ্‌বিজিগীষয়া॥"

Examination Returns, &c.

2. Paraphrase and fully explain the above verse.

"ক্ষাপ্রভানোজ্ঝিটৈঃ স কেশৈরধিজ্যধন্বা বিচচার দাবং।"

3. Why is কেশৈঃ in তৃতীয়া?

"পণবন্ধমুখান্ গুণানজঃ যদুপাদত্ত সমীক্ষ্য তৎফলং।"

4. Give the meanings of the words পণবন্ধ and মুখ and say what are the six attributes (গুণাঃ) alluded to.

"অথ যথাসুখমার্ত্তবমুৎসবং সমমন্ভূয় বিলাসবতীসখঃ।"

5. Explain the Samas (সমাসঃ) in যথাসুখং and বিলাসবতীসখঃ।

6. —— analyse আর্ত্তবং

(১) বিভীষণসখা রামো বিজিগায় দশাননং॥

(২) হস্তিস্থ পাণ্ডবাঃ পূর্বং কৌরবেয়ান্ মহাযশান্॥

(৩) প্রফুল্লিতানি পদ্মানি বৎস লক্ষ্মণ হস্ততাং॥

(৪) পতিব্রতাস্থ দারাস্থ সততং যত্নমাচরেৎ॥

(৫) সো জগাম পরং হর্ষং সন্দৃষ্ট্বা স্থতমাত্মনঃ॥

7. Correct the inaccuracies, if there are any in the above.

8. Translate the following passage into Sanscrit.

One day when Sylvia went into the sacred grove of the god Mars to draw water for the use of the temple, she saw a wolf and fled for refuge into a cavern. While she was there, the god himself appeared to her, and made her his spouse.

SANSCRIT.

Examiner.—RAMGUTI NYARUTNA.

"উরুভবা নরসখস্য মুনেঃ সুরস্ত্রী কৈলাসনাথমুপগম্য নিবর্ত্তমানা।
বন্দীকৃতা বিবুধশত্রুভিরুগ্রমার্গে ক্রন্দত্যতঃ শরণমপ্সরসাং গণোঽয়ম্॥

1. Explain the sentence "ক্রন্দত্যতঃ শরণমপ্সরসাং গণোঽয়ম্"

2. Who was নরসখস্য মুনেরুরুভবা সুরস্ত্রী? Give a short account of her birth.

"রাজা। প্রকৃতয়বর্ণনা তু ন কৃতা ময়েতি, তেন হি শ্রূয়তাং সমাসতঃ।"

Entrance Examination.

3. What is the meaning of সমাসতঃ?

"ময়া নামজিতং যস্য ত্বয়া জয় উদীর্যতে।
জয়শব্দঃ সহস্রাক্ষাদাগতঃ পুরুষান্তরম্ ॥"

4. To whom does যস্য refer? Explain the second half of the above verse.

"বিহু। সর্বতো হট্টা সবিযাদং। হা কষং ন দীসদি। তো দিবং কথু তং ভুজ্জবত্তং গঅং কথু উবসীএ মগ্গেণ। রাজা। সাসুয়ং। সর্বত্র প্রমাদী বৈধেয়ঃ ॥"

5. Explain the sentence "সর্বত্র প্রমাদী বৈধেয়ঃ।"

6. What part of speech is সাসূয়ং and by what is it governed?

"ঊর্ব। সুণাহু মহারাও; পুরা ভঅবদা মহাসেণেণ সাসদং কুমারবদং গেহিস্সং সুঅং সঅলকলুসো নাম গন্ধমাদণ কচ্ছা অজ্ঝাসিদো, কিদা চ স্থিদী ॥"

7. Turn into Sanscrit the above Prakrit (প্রাকৃত) lines, and explain the phrase "কিদা চ স্থিদী"?

8. What are the feminines of গচ্ছৎ যশস্বৎ যুবন্, মৃগনয়ন and ক্ষত্রিয়?

9. Translate the following lines into English prose.

"রাক্ষসীনাং বচঃ শ্রুত্বা সীতা পদ্মনিভেক্ষণা।
নেত্রাভ্যামশ্রুপূর্ণাভ্যামিদং বচনমব্রবীৎ ॥
ন মানুষী রাক্ষসস্য ভার্যা ভবিতুমর্হতি।
কামং খাদত মাং সর্বা ন করিষ্যামি বো বচঃ ॥
দীনো বা রাজ্যহীনো বা যো মে ভর্তা স মে গুরুঃ।
তং স্নিগ্ধমধুরকাশ্যি যথা সুষ্ঠু সুবর্চসা ॥

First Examination in Arts.

PERSIAN—Bostan.

Examiner.—Captain Lees, LL. D.

1. Translate the following passage into English.

دلاور که بارے تهور نمود
بباید بمقدارش اندر فزود
که بارے دیگر دل نهد بر هلاك
ندارد ز پیکار یاد چوچ باك
سپاهي در اسودگي خوش بدار
که در حالت سختي اید بکار
کنون دست مردان جنگي ببوس
نه آنکه که دشمن نرو کوفت کوس
سپاهي که کارش نباشد به برگ
چرا دل نهد روز هیجا به مرگ
نوا حي ملک از کف بد سگال
به لشکر نگهدار و لشکر به مال
ملک را بود بر عدو دست چیر
چو لشکر دل آسوده با شند و سیر
بهاے سر خویش تن میخورد
نه انصاف باشد که سختي برد
چو دارند گنج از سپاهي دریغ
دریغ ایدش دست بردن به تیغ
چه مردي کند در صف کارزار
چو دستش تهي باشد از روز گار

a. Who was Yajooj?

b. What is the nominative to آید بکار in the third line?

c. Explain the difference between the words کار زار in the last couplet.

d. Explain also the difference between دریغ داشتن and دریغ آمدن as used in the second last couplet.

Entrance Examination.

2. Translate the following passage into Persian.

On the approach of the enemy, the common people and the priests, dispersed over the neighbouring country; the Senators and the Magistrates, with about two thousand troops took possession of the Capitol and fortified it; and in the city there remained only a few old men, patricians as well as plebeians, who were determined not to survive the destruction of their beloved city.

3. How are verbs with their different tenses formed in Persian?

4. Give examples of interjections and exclamations.

5. What are diminutive particles and how are they used? Give examples.

PERSIAN—GOLISTAN.

Examiner.—CAPTAIN LEES, LL. D.

1. Translate the following passage into English.

وقتے از صحبت یاران دمشقم ملالتے بر خاست - سر در بیابان قدس نہادم و با حیوانات انس گرفتم تا وقتیکہ اسیر قید فرنگ شدم و در خندق طرابلس با جہودانم بکار گل داشتند یک از رؤسائے حلب کہ سابقہ معرفتے در میان مابود گذر کرد و بشناخت گفت این چہ حالت است و چگونہ میگذرانی؟ گفتم

همي گريختم از مردمان بکوہ و بدشت
کہ جز خدائے نبودم بدیگرے پرداخت
قیاس کن کہ حالت بود دران ساعت
کہ در طویلۂ نا مردان بباید ساخت

a. Where is the بیابان قدس and why was it called so?

b. Could the author have used بودم for شدم in the following passage اسیر قید فرنگ شدم?

Examination Returns, &c.

c. Parse the word رؤ سای *i. e.* define its position in the sentence, give gender, number, &c.

d. Fill up the ellipsis in چگونه میگذرانی

2. How many kinds of ی final are used in Persian?

3. How do the Persians form comparative and superlatives and masculines and feminines.

4. Point out the peculiarities in the following sentence (1) سیاهی گیسوان بیتانت که من علوی ام (2) زورت از پیش میرود با ما • با خداوند غیب دان نرود (3) پس قامت خوش که زیر چادر باشد • چون باز کنی مادر مادر باشد

5. Correct the errors in the following passages.

چون دیدم که قدرے گاو ها در میدانان با هم چریدن میکند از چند طفل جوانها که انجا بودند پرسیدم که این گاو ها ازان چه کس است جملهم گفتند که اینان ازان ما بوده است چون من این سخن شنیدیم دو سه گاو فربه هارا بر گرفتم و طفلها را خوب زدیم •

URDU—Kheerad Afroz.

Examiner.—Captain Lees, LL. D.

1. Translate the following passage.

پھر بادشاہ نے دوسرے کی طرف متوجہ ہو کر پوچھا کہ اس کام کی تو لے تدبیر ٹھہرائی ہی ؟ اسنے عرض کی کہ بندے کی خاطر میں یہہ ہی کہ دشمن کے ایکہی حملے سے نا چار ہونا اور قدیم وطن کو چھوڑنا نامردی ہی اور اتنی ذلت و بے آبروئی اپنے اوپر لینی جوان مردی سے بعید ہی اور عقل سے باہر مناسب یہہ ہی کہ لڑائی کی تیاری کریں اور دلیری و مردانگی سے انتقام لیں •

a. What is the force of ہی in the sentences ایکہی حملے سے ناچار

b. In the first line why is the verb پوچھا • in the masculine singular; and the verb ٹھہرائی ہی in the second line in the feminine singular ?

Entrance Examination.

2. How are nominative plurals usually formed?
3. How are comparatives and superlatives formed?
4. Translate the following passage into Oordoo.

On the approach of the enemy the common people and he priests dispersed over the neighbouring country; the Senators and the Magistrates with about a thousand troops ook possession of the Capitol and fortified it; and in the ity there remained only a few old men, patricians as well s plebeians, who were determined not to survive the destruc-ion of their beloved city.

5. Give the third person singular in all the tense of the verbs بکنا and بیچنا

6. Give the personal demonstrative (near and remote) interrogative, relative and correlative pronouns.

URDU—IKHWAN-OOS-SAFA.

Examiner.—CAPTAIN LEES, LL. D.

1. Translate the following passage into English.

شکر هی واسطے اس خالق کے جسنے حضرت عیسی کو بطن مریم سے بغیر باپ کے پیدا کرکے معجزہ نبوت کا بخشا اور اسیکے بسبب بنی اسرائیل کو گناهون سے پاك کیا - اور همکو اسکے توابع دلوا حق سے بنایا لیئے گل ایسی نیت سے عالم وعابد پیدا کئے دلون میں همارے رحمت و مهرباني اور رغبت عبادت عطا کی - شکر هی واسطے اسکے جسنے همکو ایسي نعمتین بخشی - اسکے سوا اور بهي فضیلتین هم مین هین که انکا ذکر همنے نهین کیا *

a. Parse the word جسنے in the first line of the extract.
b. Who were the *Bani Israeel?*
c. Why is the verb بخشنا in the last line, but one, in the plural?

2. Correct the errors in the following passage.

Examination Returns, &c.

کل صبح سیر کرتے ہوئے میں جو بازار کے طرف نکل گیا تو کیا
دیکھتے ہیں کہ دو لونڈا باہم چلے آتا ہی ایک نے دوسرے کی
ٹوپی لے لیا دوسرے نے روتا ہوا چلا گیا ۔

3. Express idiomatically and grammatically the following phrase. Ahmad threw the stone over the wall, and Mahommad jumped after it.

4. If a nominative consists of several irrational objects or if the several terms of the nominative have several genders, what are the rules for adding the verb ?

5. Give the root, the present and past, and conjunctive participles of the verb ہونا

6. State the rules necessary to be observed in constructing a complete sentence in Hindustani.

OORIYA.

Examiner.—Rev. K. M. Banerjee.

ମନ୍ତ୍ରୀ ହାସ୍ୟ କର କହୁଅଛ, ହେ ମହାରାଜ, ଉପଯୁକ୍ତ କର ଆଜ୍ଞା ହୋଇ ଶୁଣ, ମନ୍ତ୍ରିମାନଙ୍କ ବୁଦ୍ଧି ଉତ୍ତମ ସନ୍ତାନରେ, ବୈଦ୍ୟମାନଙ୍କ ବୁଦ୍ଧି ସନ୍ନିପାତରେ ଜଣା ଯାଏ; ସୁସ୍ଥ ବେଳେ କଣ୍ଟା ପଣ୍ଡିତ ନୁହେ ? ଅପର ନିର୍ବୁଦ୍ଧି ଲୋକେ ଅଳ୍ପ କର୍ମ କରନ୍ତୁ ଥାଉ ବହୁତ ବ୍ୟସ୍ତ ହୁଅନ୍ତୁ ; ସୁବୁଦ୍ଧି ଲୋକେ ବଡ଼ କର୍ମ କରନ୍ତୁ ତଥାପି ବ୍ୟାକୁଳ ହୁଅନ୍ତୁ ନାହିଁ । ସେଇ ହେତୁର ଆପଣାଙ୍କ ପ୍ରତାପରେ ଦୁର୍ଗ ଭିତ୍ତି କାନ୍ଥି ପ୍ରତାପ ସହିତ ଅଳ୍ପ କାଳମଧ୍ୟରେ ବନ୍ଧ୍ୟାଚଳକୁ ଯେମନ ଯିବୁ ।

ରାଜା କହିଲେ, କ ପ୍ରକାରେ ଅଳ୍ପ ବଳରେ ତାହା ସମ୍ଭବ ହେବ ? ଗୃଧ୍ର କହୁଅଛୁ, ରେ ଦେବ; ସବୁ ହେବ, କାରଣ କ ଉତ୍ସାହୁ ରାଜାର ଧୈର୍ଯ୍ୟ-ବଲମ୍ବନ ଉତ୍ସାହିର ଲକ୍ଷଣ; ଅତଏବ ଅକ୍ଷୟାରୁ ଦୁର୍ଗକୁ ଅବରୋଧ କର ।

1. Translate the above into English.

2. Point out the Sandhi in the word ବନ୍ଧ୍ୟାଚଳକୁ ।

Entrance Examination.

ହଂସ ଦୁହେଁ କହିଲେ, ଏତାଦୃଶ ଉପାୟ୍ ସମ୍ୟକ୍ ହୁଏ, ମାତ୍ର, ବଙ୍କ ଲୋକ ଉପାୟ୍ ଚିନ୍ତା କଲବେଳେ ଅପାୟ୍ ଚିନ୍ତା ସୁଦ୍ଧା କରିବ; କାରଣ କ, ମୂର୍ଖ ବକ ଦେଖୁ ଦାହା ସନ୍ତାନକୁ ନକୁଳ ରକ୍ଷଣ କରି ଗଲା ।

3. What is the meaning of the word ସୁଦ୍ଧା here? Has it any other meaning?
4. Give the meaning of a ଉପାୟ୍ and ଅପାୟ୍
5. In what cases are ବକ and ଦାହା?

ସେ କଥାମାନ ଶୁଣି ସେ କଛପ କ୍ରୋଧାବିଷ୍ଟ ହୋଇ ଯୁଦ୍ଧ କଥା ବିସ୍ମରଣ କରି କହିଲା, ତୁମ୍ଭେମାନେ ପାଉଁଶ ଖାଇବ । ଇହା କହିଲାମାତ୍ରେ ଉଲେ ପଉଗଲ୍ଲର ଡାକୁ ସେମାନେ ମାରି ପକାଇଲେ । ଏଥି ସକାଶେ ଆମ୍ଭେ କହୁଁ ହଉଛୁ ବନ୍ଧୁମାନଙ୍କର, ଇତ୍ୟାଦି ।

6. Explain the force of the first sentence in this extract.
7. What is the meaning of ପକାଇଲେ?
8. Translate the following passage into English.

ପୃଥିବୀ ମଧ୍ୟରେ ମନୁଷ୍ୟର ଶ୍ରମ ଓ ଯାହିଁ ଉପରେ ଏହା ଯାହିଁ ଆଶ୍ଚର୍ଯ୍ୟ ତାହା ସାମଗ୍ରୀ ହିସାବ କରି ଦେଖା ଗଲା ଯେ, ଇଙ୍ଗଲଣ୍ଡ ଓ ସ୍କଟଲଣ୍ଡ ଦେଶରେ ଯେବେ ଅଠର ଲକ୍ଷ ପକ୍କାଘର ଥାଏ ତେବେ ସବୁ ଘର ଉତ୍ତୁ ପ୍ରାତର ସାମଗ୍ରୀରେ ନିସ୍ପନ୍ନ ହୋଇ ପାରେ, କନ୍ତୁ ଏ ହିସାବରେ ତାହା ଗଡ଼ ସବୁ ଗଣା ନ ଗଲା ;

ORIYA.

Examiner:—Rev. K. M. Banerjee.

ଦୂରଦର୍ଶୀ ହସି କରି କହିଲେ, ଶରଜୀଳୀନ ମେଘପର ନରର୍ଥକ ଗର୍ଜ୍ଜନ କରିବା ଉଚିତ ନୁହେ; ଉତ୍ତମ ଲୋକ ପରର କାର୍ଯ୍ୟ କମ୍ବା ଅକାର୍ଯ୍ୟ ପ୍ରକାଶ କରେ ନାହିଁ; ଅଥଚ ଗର୍ଜ୍ଜା ଏକାବେଳକେ ଅନେକ ଶବ୍ଦକୁ ସହଉ ଯୁଦ୍ଧ କରିବ ନାହିଁ; କଥାକ ଅହଙ୍କାର ସର୍ବସୁଦ୍ଧା ଅନେକ ଗାଠ ଦ୍ୱାରା ଅବଶ୍ୟ ନଷ୍ଟ ହୁଏ । ହେ ଶୃଗାଳ, ସନ୍ନ ବ୍ୟାଘ୍ରରେକ୍ତେ କ ଗମନ ଅଛ ?

Examination Returns, &c.

1. Explain the meaning of the first sentence in the above extract.

2. What is the meaning of the word ଗମନ in this passage?

ଦୂରଦଶୀ କହୁଅଛ, ଉତ୍କଯ୍ପିନା ଦେଶରେ ମାଧବଳାମା ଜଣେ ବ୍ରାହ୍ମଣ ଥାଏ, ତାହା ଶୁଣି ଶିଶୁସନ୍ତାନକୁ ଜାଗିବା ନମନ୍ତେ ବ୍ରାହ୍ମଣକୁ ରଖି ସ୍ନାନ ଉଦ୍ଦବାକୁ ଗଲା । ଅନନ୍ତର ଗୃଜାଙ୍କ ପାଦଣ ଶ୍ରାଦ୍ଧରେ ଭୋଜନ କରବାଇଗି ବ୍ରାହ୍ମଣକୁ ନମନ୍ତ୍ରଣ ହେଲ୍ । ସେ ନମନ୍ତ୍ରଣ ଶୁଣି ବ୍ରାହ୍ମଣ ଦାରଦ୍ର୍ୟ ସ୍ମରଣ-ହେତୁରୁ ଭାବନା କଲ୍, ଯେବେ ଶୀଘ୍ର ନ ଯିବ ତେବେ ଅନ୍ୟ କେହୁ ଶୁଣି ଶ୍ରାଦ୍ଧ ସାମଗ୍ରୀ ଘେନ ଯିବ; ଯେହେତୁରୁ ଧନାଦ ଗ୍ରହଣ, ଧନାଦଦାନ, ଓ ଭୋଜ୍ୟ କର୍ମ, ଏହି ସବୁ ଯେବେ ଶୀଘ୍ର କରି ନ ଯାଏ ତେବେ କାଲ ସେ ସବୁର ରସ ଘୀନ କରି ଯାଏ । ଏଠାରେ ବାଲକର ରକ୍ଷକ କେହୁ ନାହିଁ, ଏଥିଲଗି କ କରବା ? ଯାଉ, ଏହି ଯେଉଁ ନକୁଳକୁ ପୁଅପରି ଚିରଦିନରୁ ପାଳନ କରଅଛୁ, ଏହାକୁ ବାଳକ ରକ୍ଷରେ ନଯୁକ୍ତ କରି ଦେଇ ଯିବ ।

3. Translate these lines into English.

4. Point out the participles that occur in them.

5. What other meaning has the word କାଲ୍ than the one in the text?

6. What difference is there between ଦରିଦ୍ର and ଦାରିଦ୍ର୍ୟ?

7. Give synonymes of ଭାର୍ଯ୍ୟା ଗୃଜା ନିମନ୍ତ୍ରିତ ସାମଗ୍ରୀ

8. Translate the following passage into Ooriya.

We continued at Lahore, to enjoy the civilities of our friends and learn the state of the country. Lahore is fortified and has a deep ditch. The streets are so narrow and muddy that two horses can scarcely pass, and no man can walk in them without dirtying his clothes as well as shoes. The air of Lahore is very pure.

Entrance Examination.

HINDEE.

Examiner.—Rev. K. M. Banerjee.

राम राज अभिषेक सुनि हिय हरषि बर नारि।
अगी सुमंगल सजन सब बिधि अनुकूल बिचारि॥
तब नरनाह बसिष्ठ बुलाये।
राम धाम सिख देन पठाये॥
गुरु आगमन सुनत रघुनाथा।
द्वार आइ पद नायेउ माथा॥
सादर अर्घ देइ घर आने।
सोरह भांति पूजि सनमाने॥
गहे चरन सिय सहित बहोरी।
बोले राम कमल कर जोरी॥
सेवक सदन स्वामि आगमनू।
मंगल मूल अमंगल दमनू॥

1. Point out the participles and the finite verbs which occur in these lines.

2. What is meant by सोरह भांति पूजि and by सिख and अर्घ?

3. In what case are the following words: राम राज बसिष्ठ गुरु माता सदन स्वामि Give the concord or government in every instance.

बर्ष चारि दस बास बन मुनि ब्रत बेष अहार।
ग्राम बास नहि उचित सुनि गुहहि भयेउ दुख भार॥

4. Turn these lines into prose Khariboli.

भइ दिनकर कुल बिटप कुठारी।
कुमति कीन्ह सब बिस्व दुखारी॥
रहीं न कोउ अवध गृह नारी।
भयेउ बिषाद बिषादहि भारी॥

बोले बचन मधुर मृदु बानी।
ज्ञानविराग भक्ति रस सानी॥
कुटुम काज दुख सुख कर दाता।
निज कृत कर्म भोग सब भ्राता॥

5. Translate these lines into English.

तुरत सुतीक्ष्न गुरु पहं गयऊ।
करि दंडवत कहत अस भयऊ॥
नाथ कोसलाधीस कुमारा।
आये मिलन जगत आधारा॥
राम अनुज समेत वैदेही।
निसिदिन देव जपतहउ जेहि॥
सुनत अगस्ति तुरत उठि धाये।
हरिहि विलोकि नयन जल छाये॥

6. Point out the proper names in these lines.
7. Point out the peculiar Braj inflections in these lines.
8. Give a few synonymes of नयन जल दिन देव बन।
9. What other meaning has the word हरि।?
10. Translate the following lines into English:

एक कायथ अनचर घोरे पर बैठा हाट में चला जाता था किसी धुरचढ़े ने उसे मेंडकी से भी पीछे हटा बैठा देखके कहा भैया जी कुछ आगे हठ बैठो। बोला क्यों कहा आसन खाली है फिर उसने उत्तर दिया क्या तुम्हारे कहे से हठ बैठेंगे॥

HINDEE.

Examiner.—Rev. K. M. Banerjee.

लछमन अति लाघव तिहि नाक कान बिनु कीन्ह।
ताके कर रावनकहं मनऊ चुनौती दीन्ह॥
नाक कान बिन भइ बिकरारा।
जनु स्रव सैल गेरुवे धारा॥

Entrance Examination.

खर दूषण पहँ गइ बिलपाता ।
धिक धिक तव पौरुष बल भ्राता ॥
तेहि पूछा सब कहेसि बुझाई ।
जातुधान सुनि सैन बनाई ॥
चौदह सहस सुभट संग लीन्हे ।
जिन्ह सपनेउ रण पीठि न दीन्हे ॥
धाये निसि चर निकर बरूथा ।
जनु सपच्छ कज्जल गिरि जूथा ॥

1. Translate these lines into English.
2. What part of speech is लाघव ?
3. What mythological legend is referred to in the last line ?

चले राम त्यागा बन सोऊ ।
अतुलित बल नर केहरि दोऊ ॥
बिरही इव प्रभु करत बिषादा ।
कहत कथा अनेक संवादा ॥
लक्ष्मण देखहु कानन शोभा ।
देखत केहि कर मननहिं छोभा ॥
नारि सहित सब खग मृग बृन्दा ।
मानहुं मोरि करत हहिं निन्दा ॥
हमहिं देखि मृग निकर पराहीं ।
मृगी कहहिं तुमकहं भय नाहीं ॥
तुम आनंद करहु मृग जाये ।
कंचन मृग खोजन ये आये ॥

4. Paraphrase these lines.
5. Explain the allusion in the last line.
6. Derive केहरि खग and शैल ।
7. Point out the words that are synonymous in the two extracts contained in this paper.
8. Translate the following passage into Hindee.

We continued at Lahore, to enjoy the civilities of our friends and learn the state of the country. Lahore is fortified and has

a deep ditch. The streets are so narrow and muddy that two horses can scarcely pass, and no man can walk in them without dirtying his clothes as well as shoes. The air of Lahore is very pure.

HISTORY.

Examiner.—Rev. F. C. Cardew, B. A.

1. State briefly what you know about Semiramis, Sardanapalus, Lycurgus and Regulus, mentioning the period at which each lived.

2. Describe briefly the political condition of Greece at the period of the first Persian invasion.

3. In what wars did the Battles of Arginussæ, Leuctra and Cynocephalaæ take place; and who were the combatants in each case?

4. What was the extent of the Roman dominion at the end of the Third Punic War?

5. Who was the founder of the Patan dynasty of Indian emperors? Give a short history of his life.

6. Write a list of the Mogul Emperors—with the dates of their accession—from the establishment of the empire to the accession of Ferokshere.

7. What was the internal condition of India under Aurungzebe?

8. Give a brief history of the career of Mohabet Khan.

9. On what occasions and by what means did Calcutta and Bombay come into the possession of the British?

10. Who was the British Commander at the battle of Laswaree? To what Native chief was he opposed?

Entrance Examination.

GEOGRAPHY.

Examiner.—J. G. MEDLICOTT, B. A.

1. Give the names of two mountain ranges in India, of one in Europe, and of one in America, and state the general direction (bearing) of each.

2. Describe the relative positions on the globe of two places where, when it is noon in the one, it is midnight in the other: also of the places where, when it is summer in the one, it is winter in the other.

3. Compare the general physical aspect of the Indian peninsula with that of the continent of South America, and state any points of difference, or of resemblance that occur to you.

4. Some of the rain which falls on the Alps is received by the German Ocean, some by the Black Sea, some by the Adriatic, some by the Mediterranean: mention the names of the rivers by which this *drainage is effected,* and state which falls into each of the seas named.

5. Name the principal African cities lying on the Mediterranean, taking them from west to east.

6. Where is Coorg? describe the district, its physical aspect, and natural productions.

7. Name as many as you can of the tribes inhabiting those districts which bound British India on the north.

8. State what you know of the distribution of languages in British India, naming the districts in which the principal dialects prevail.

9. The Chumbul and the Gogra both discharge their waters into the Bay of Bengal through the Ganges: state what countries they respectively drain, and describe their course.

10. Of all those princes whose territories lie within the general limits of British India, which possesses the greatest area, and by what districts is his country surrounded? Name any rivers that traverse it, and state any thing you know of its physical aspect, and natural productions.

Examination Returns, &c.

ARITHMETIC AND ALGEBRA.

Examiner.—J. G. MEDLEY, MAJOR, R. E.

1. What is the difference between $\frac{4\frac{3}{4}}{5\frac{1}{3}} - \frac{99}{310}$ and .06.

2. Reduce .14 of a pie to the fraction of a Rupee, and find the value of .0375 of a pound sterling.

3. If the wages of 18 coolies for a month amount to 85 Rs. when Rice is 24 seers per Rupee—what ought the daily pay of a coolie to be in proportion when the price of Rice is 2-10-8 per maund?

4. A and B run a race. A has a start of 40 yards, and sets off 5 minutes before B, at the rate of 10 miles an hour. How soon will B overtake him if his rate of running is 12 miles per hour?

5. Extract the square root of $\frac{1}{1000}$ to 5 places of decimals.

6. Reduce to its simplest form $\frac{x+y}{x-y} + \frac{x-y}{x+y} - \frac{x^2+y^2}{x^2-y^2}$

7. Square $a^{\frac{1}{2}} - b^{\frac{1}{7}} + c^{\frac{1}{3}}$ and divide 1 by $(a+b)^{\frac{1}{2}}$ giving 3 terms of the quotient.

8. Prove that if $a : b :: c : d$ then $a \pm b : a :: c \pm d : c$

9. Solve the following equations—

$$2x^2 + 11 = 7x - 14 \quad (1),$$

$$\sqrt{x+9} = 1 + \sqrt{x} \quad (2)$$

$$\frac{a-b}{x-c} = \frac{a+b}{x+2c} \quad (3)$$

10. What fraction is that which if 1 be added to the numerator becomes 1, and if 1 be added to the denominator becomes $\frac{1}{2}$?

Entrance Examination.

GEOMETRY.

Examiner.—H. BLOCHMANN.

1. Define a parallelogram and state what is meant by a line AB being cut externally in the point C.

2. If two angles of a triangle be equal to one another, the sides also which subtend the equal angle shall be equal to one another.

3. All the interior angles of any rectilinear figure together with four right angles are equal to twice as many right angles as the figure has sides.

4. Construct an isosceles triangle whose exterior vertical angle is 67½ degrees.

5. Prove (for the *obtuse angled* triangle only) that the square on the side subtending either of the two acute angles is less than the squares on the sides containing that angle by twice the rectangle contained by either of these sides and the straight line intercepted between the angle and the perpendicular let fall upon it from the opposite angle.

6. In the side BC of a right angled triangle ABC, right angled at C, find a point D, such that the perpendicular DF drawn from D to a point F in the Hypothenuse shall equal AF.

7. If a straight line touches a circle and from the point of contact a straight line be drawn cutting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles which are in the alternate segments.

8. The area of a rhombus is equal to half the rectangle contained by the diagonals.

9. To inscribe an equilateral and equiangular quindecagon in a circle.

10. Given a chord AB of a circle and a point C in it. Find in the circumference a point D such that the line DC shall bisect the vertical angle of the triangle ABD.

Examination Returns, &c.

B. L. & L. L. DEGREE.

ELEMENTS OF JURISPRUDENCE.

Examiner.—A. G. MACPHERSON.

1. What are the essentials of a *Law?* Distinguish divine and moral laws, from *Laws* strictly so called.

2. What is *Property?* Give some account of the origin of property.

3. Wherein does the office of Judge differ from that of Legislator? And why are precedent decisions of the Courts of a State taken as a rule to be followed by those Courts in the decision of the like cases when they subsequently arise? Give your reasons fully, and say to what extent precedent decisions are to be considered as laying down a rule to be followed for the future in the like cases.

4. Why is it that *Customary laws*, or *Customs*, legally oblige? Give examples, and your reasons.

5. What is meant by the terms *Lex loci, Lex fori, Lex loci contractus, Lex loci rei sitæ*, and *Lex Domicilii?* State, with illustrations the principles which guide you in ascertaining which kind of law is applicable to any particular case?

6. What is meant by *Conflict of laws*, and when does such conflict arise? State generally how such conflict ought to be dealt with.

7. A, being in Calcutta, borrows 1,000 rupees from B,—but suddenly leaves Calcutta without paying his debt, and goes and lives at Mecca which is in a foreign State. What must B do, in order to recover his money; and by what law are the rights of the parties to be determined?

8. How does a man acquire a *Domicil?* Having acquired it, can he lose it? What is the domicil of a married woman?

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9. What is *Allegiance*, and to what state does a man owe it? Can it be changed or forfeited, and if so, how? What are the general effects of allegiance, and the rights and duties which flow from it?

10. What is the difference between a corporation,—a common co-partnership (which is not a corporation),—and a Club or Society established merely for social or literary purposes? What are the position and liabilities of the members of each? Give illustrations and your reasons.

11. Within what territorial limits only can a law have effect, and why?

GENERAL PRINCIPLES OF JURISPRUDENCE.

Examiner.—A. G. MACPHERSON.

1. Define jurisprudence, and state generally what is its province.

2. What is a *Law*, and what constitutes the essential elements of a Law?

3. What meaning do you attach to the terms Divine Law, Positive Law, Moral Law, Natural Law (or *jus naturale*), and Law of Nations (or *jus gentium*)? Do these various kinds of Law necessarily always concur? Give examples.

4. Define a Right.

5. What is meant by the *Sanction* of a Law? Give examples.

6. What is International Law, whence is it derived, and by what sanctions are the duties which it imposes, enforced?

7. What is the meaning of the term Comity of Nations? Give an example of the application of the principle involved.

8. What is *municipal* or Civil Law? Wherein does it differ from International law?

9. Why is it that the Laws of a State affect and bind all property within its territory, and that no State can by its Laws

affect directly property not within its territory? Give your reasons fully.

10. What is the *Common Law* of England? From what source is it derived? What is Common Law as distinguished from Equity?

11. Explain the difference between a *Crime* and a *Wrong* which is not a crime, and give examples of each. What is the foundation and object of all Criminal law?

12. What is constitutional Law?

13. Give some account of the Familia or family of the Roman law, indicating any points of resemblance between the Hindu and the Roman law on the subject.

14. What is a *custom* in the legal sense of the word? How can it be ascertained whether a custom is such as the law will recognise as valid and adopt? On what principle is it that the effect of Law is ever given to Custom?

PERSONAL RIGHTS AND STATUS.

Examiner.—G. S. FAGAN.

1. If A, by deed stamped, registered, and duly attested, purchase from B during the minority of C the right to C's services for life, what rights does A thereby acquire? and what if the purchase be direct from C himself after C has attained his full age?

2. For what debts of a minor is his father liable? and for what Contracts made by him during his minority is a man responsible after he has attained his majority?

3. What is the status of an adopted son according to Hindu Law; and how is it affected by the birth of a child after the adoption?

4. An Englishman, a Frenchman, and a naturalised American are all residing in India. How far can they respectively

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use, and how far are they subject to, the Civil and Criminal Courts of the country?

5. What is the right of every British subject as to personal freedom? How is the infringement of it remedied? Does it exist to the same extent in India as in England?

6. How far, and how is personal character protected by law?

7. Under what circumstances is the wife the agent of her husband according to English Law, and how far is the husband liable for the wife's debts contracted before marriage? and after?

8. How far is the master answerable, Civilly and Criminally, for the acts of his servants?

9. What is the status of a Spaniard in this country? what would be the status of an American, supposing that the United States should declare war against England?

10. State and illustrate the distinction between personal right and right of property?

11. What is *domicil?* How do you ascertain what is a particular person's domicil?

12. To whom does the Custody of an infant's person belong? and to whom that of his property? according to English and Indian law. How far is the custodian liable for the administration of the estate? and how far can he lawfully make money for himself out of it?

13. What is a widow's personal right, according to English, Hindoo and Mahomedan Law, in her husband's estate?

14. What are the grounds according to the three systems of law on which a marriage may be dissolved? Are they affected by any Indian enactment?

15. Which is the age of majority, according to the three systems respectively?

Examination Returns, &c.

THE RIGHTS OF PROPERTY AND THE INFRINGEMENT OF THEM: THE MODES OF ITS ACQUISITION AND THE LAW OF SUCCESSION, AS WELL TESTAMENTARY, AS *AB INTESTATO*.

Examiner.—A. G. MACPHERSON.

1. Wherein does the right of property differ from the right of possession? Do the two necessarily go together? Give examples.

2. What are *Uses* and *Trusts* in English law? What will be the operation (in law and in equity) of grants of land made?

(*a.*) To A and his heirs to the use of C and his heirs:

(*b.*) Unto and to the use of B and his heirs, to the use of C and his heirs:

(*c.*) To B and his heirs to the use of C and his heirs in trust for D and his heirs:

(*d*) Unto and to the use of B and his heirs, to the use of C and his heirs in trust for D and his heirs.

(*e.*) Unto and to the use of B and his heirs in trust for C and his heirs.

3. Define *Forfeiture* and *Escheat*: and give examples of each.

4. Distinguish things *real* from things *personal*. What are *corporeal hereditaments* and *incorporeal hereditaments*? Give instances of the latter two.

5. What is the right of *Dower* in English law? When and by whom may it be claimed? Is any right at all similar known either to Hindu or to Mahomedan law?

6. What is the difference between a *vested* interest and a *contingent* interest, between a *reversion* and a *remainder*? Give examples of each.

7. What are the chief points of difference between the principles on which the English law of succession and inherit-

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ance is based, and those which form the foundation of the Hindu law of succesion?

8. State the leading rules and principles which regulate the order of succession by Mahomedan law.

9. Is *primogeniture* ever recognized, in succession, by Hindu law? If so, under what circumstances and to what extent?

10. When does a daughter succeed her father? and when she succeeds, what is her position, and what are her powers with reference to her father's estate?

11. Can *Dewuttur* and *Wuqf* lands be legally sold, discharged from the trusts to which they were devoted and on which they were held? If so, by whom may they be sold, and under what circumstances?

12. What are the position and rights of a *Zemindar, Putneedar, Dur-putneedar,* and *Talookdar?*

13. In the case of a *Bye-bil-wuffa,* or mortgage by conditional sale, when and how may the mortgagor *redeem?* Is any one other than the original mortgagor ever entitled to redeem? Give your reasons.

14. What are *patent right,* and *copyright?* State generally the principles on which they are founded, and also what amounts to an infringement of their rights respectively.

THE LAW OF CONTRACT.

Examiner.—A. G. MACPHERSON.

1. What constitutes a *consideration* capable of supporting a contract? What is a *consideration executory,* and what a *consideration executed,* and wherein do they differ? Give examples of each.

Examination Returns, &c.

2. In what manner may a contract be entered into,—(*a*) in the case of corporation, and (*b*) in the case of other persons? Define the terms *contract under seal* and *parol contract*: and say what are the chief distinctions in the effect of a contract under seal and a parol contract?

3. What is a *Lien?* How is it acquired, and how lost: if lost, can it be recovered? Give your reasons.

4. A and B jointly buy goods, intending to divide them between them equally. C and D buy goods jointly, intending to sell on their joint account and to divide the profits. What are the respective positions of A and B, and of C and D in these transactions, as regards third parties? What are the principles on which your answer is based?

5. A and fifty other persons are members of the N Club, which keeps up a house for the use of the members and at which many of them reside. Each member pays regularly a certain fixed annual subscription, but A is the managing member and as such, buys goods and incurs debts on behalf of the club. As to their goods and debts, what are the respective positions of A and the other members of the club, to third parties, and how far are they respectively liable for the price of the goods and for the debts? Give your reasons fully.

6. A allows his name to appear in the firm which trades under the style of A, B & Co.: but he in fact neither puts any money into the firm nor has any interest in it. How does A stand as to third parties; and how, as to all other persons, partners in the firm of A, B & Co.?

7. A carries on the business of a firm, receiving by agreement a four annas' share of the profits, but not sharing the loss. Is he liable as a partner to third parties? and how is it, if he carries on the business on an agreement that he shall receive in lieu of wages a sum equivalent to 20 per cent. on the profits? Give your reasons.

B. L. & L. L. Degree.

8. Define *Freight.* In the absence of express contract, when does it become payable, and by whom is it payable?

9. In a contract of sale, what is an *implied warranty?* and what an *express warranty?* Give examples of each.

10. What amounts to *misrepresentation* on the part of the seller, such as to vitiate a sale? Give an instance.

11. B having purchased and taken delivery of a horse from A, the latter says, "He will suit you exactly, and is perfectly sound." A all along knew the horse was unsound and would not suit B. Do these words of A constitute a warranty, or render him liable in any special manner? Give your reasons.

12. Is an agent ever personally liable on a contract made by him on behalf of his employer? Give an example, and state generally in what manner an agent must act so as to protect himself from personal liability.

13. If a Bill of Exchange has been issued and subsequently a material alteration is made in it, what is the effect of the alteration? and why? What is meant by saying a bill has been *issued?* Give an instance of a *material* alteration and of an *immaterial* alteration of a Bill.

THE LAW OF EVIDENCE AND PROCEDURE.

Examiner.—G. S. FAGAN.

1. Define Evidence. Wherein does it differ from Proof? Distinguish between competent, satisfactory, and demonstrative Evidence.

2. What are the principal grounds on which the credibility of evidence rests? Illustrate.

3. State the four rules which govern the production of evidence.

4. What are the best tests for ascertaining on whom the burthen of proof lies? Can you mention any exceptions to the rule as to the burthen of proof?

5. Distinguish between conclusive and inconclusive presumptions of law, and give instances of each.

6. When will a criminal intent be presumed, and when must it be proved?

7. What is Hearsay Evidence; why is it rejected? In what cases is the rule rejecting it, relaxed?

8. When can oral evidence be substituted for written?

9. How far can husband and wife be called on to give evidence for and against each other, in civil and criminal cases, respectively?

10. In what cases can counsel be called on to disclose any communication made to him by his client? and why?

11. What was the danger likely to arise from the abolition of the old rule that no man should be called on to criminate himself? How has it been provided against?

12. What is the course of procedure for obtaining execution of a decree by a Court other than that which passed it?

13. In execution of a decree for money, what are the several modes of attachment, and what kinds of property are subject to attachment in each mode?

14. What are the conditions subject to which an application may be made for a Review of Judgment.

15. How is the evidence of a party to a suit to be procured, supposing him to be (1st), more than 100 miles away from the Court; (2nd), present in Court; (3rd), not present, nor 100 miles away, but about to leave the jurisdiction very shortly; (4th), exempted by sickness, rank or sex from attendance?

16. On what grounds will a Special Appeal to Sudder Court lie?

17. At what period, and from what materials, and by whom, are the issues to be settled?

B. L. & L. L. Degree.

18. In what cases may a Police Officer arrest without warrant?

19. Explain as fully as you can all the conditions necessary for the regular taking down of evidence on a preliminary enquiry by a Magistrate in cases triable by the Court of Sessions.

20. How far is the rule of English Law, that no questions can be asked of the prisoner at the bar, modified by the Criminal Procedure Code? What dangers and advantages are likely to result from the change?

21. In drawing up a charge for the commitment of an accused to the Sessions, what notice is to be taken of the General Exceptions contained in Chapter IV. and what of any special exceptions contained in the section under which the accused is charged?

22. What officers can issue a warrant for arresting, or can hold to bail for investigation, and what officers can commit or hold to bail for trial, an European British subject? and what is the officer's proper course in each case?

23. Describe the regular course of a trial before the Court of Sessions.

24. What are the powers of a Sudder Court as a Court of Reference and as a Court of Revision?

CRIMINAL LAW.

Examiner.—G. S. FAGAN.

N. B.—All the questions in this paper are to be answered with reference to the Indian Penal Code.

1. Define the terms "Judge"—"Injury"—"In possession"—"Moveable property"—and "Dishonestly."

2. State as fully as you can the law as to the right of private defence, both with respect to property and person: and

specify when the right begins, how long it continues and how far it extends.

3. When will *mistake,* and when will *accident* take out of the category of offences an act which would otherwise be included in it?

4. When is Homicide not culpable? and when is Culpable Homicide not Murder?

5. Under what circumstances can a servant be punished for failing to fulfil his contract of service?

6. State and define the different kinds of Criminal Trespass.

7. What is the punishment for using evidence known to be false, and what for fabricating false evidence?

8. What is the penalty for forgery? Is there any, and what distinction as to the forgery of particular documents, or as to the particular purpose of the forgery?

9. What would be A's offence in the five following cases severally? Give reasons.

(1) A, a jail peon, pursuing B a fugitive debtor, runs him through with a sword.

(2) A, a jail peon, pursuing B, a debtor, trips him up. B falls on a stone and dies in consequence.

(3) A, a jail peon, pursuing B, a debtor, knocks him on the head with his staff, and B dies in consequence.

(4) B, convicted of Murder, is escaping unarmed, when A shoots him down.

(5) B, convicted of forgery, is escaping armed and resists recapture with his sword, A cuts him down.

10. What laws are not affected by the Penal Code, and what persons are liable to punishment under it?

11. How far do Theft and Criminal Misappropriation resemble each other, and in what are they distinguishable? The same, as to Criminal Misappropriation and Criminal Breach of Trust?

B. L. & L. L. Degree.

12. Under what circumstances may a person, who finds property not in the possession of any other person, take it without being guilty of an offence?

Take the instances of a rupee, a diamond ring, a bank note, and a cheque payable to bearer; and explain.

13. What, if any, offence is committed by A in the five following cases?

(1) A induces Z to sign and deliver a bond to deliver certain produce to B, by threatening to send club-men to plough up Z's field.

(2) A sees Z's ring lying on a table in Z's house, and does not misappropriate it at the time for fear of search, but hides it, intending to sell it when the loss is forgotten.

(3) A, being friendly with Z, goes into Z's library in his absence and takes out a book without Z's express consent.

(4) Z's property is in charge of A, a carrier, to be carried by water to Patna, when A dishonestly misappropriates it.

(5) A induces Z to lend him money by intentionally deceiving Z into the belief that he intends to repay it to Z.

14. To what kinds of hurt is the term "grievous" confined?

FIRST EXAMINATION IN MEDICINE.

ANATOMY.

Morning Paper.

Examiner.—S. B. Partridge, F. R. C. S. E.

1. Describe the Inferior Maxillary Bone, giving *exact* details of the attachments of Ligaments and Muscles.

2. Describe the Elbow Joint and point out *especially* the relative relations of the *salient points* of the articulation which aid in the diagnosis of fractures in the neighbourhood.

Examination Returns, &c.

3. From what large branches do the *Transverse cervical, Ascending cervical, Princeps cervicis,* and *Profunda cervicis* Arteries spring, and what great arterial trunks do they connect by their intercommunication?

4. What Nerves are distributed to the *tongue,* and what relation do they bear to each other and to surrounding structures at the base of the organ?

AFTERNOON PAPER.

1. Give a general sketch of the *Ventricular cavity* of the Encephalon.

2. Describe, in the order in which they would be met with in a dissection, the structures situated in the Sole of the Foot.

3. Enumerate the structures that are divided in an Amputation of the Upper Arm in its lower third.

3. Describe briefly the Labyrinth or Internal Ear.

BOTANY.

MORNING PAPER.

Examiner.—T. ANDERSON, M. D.

1. What are the principal modifications of *Vernation* and *Æstivation?* Give examples of each.

2. Describe the structure and development of the Pollen grain, and state the peculiar forms of Pollen as occurring in certain Natural Orders.

3. State in botanical terms the characters of the Natural Order *Verbenaceæ,* and mention its position in the vegetable kingdom, and its affinities and physical properties.

4. State the *Class, Sub-Class, Natural Order* and *Genus* of the plants numbered 1, 2, 3, 4.

First Examination in Medicine.

AFTERNOON PAPER.

1. In what Orders of Monocotyledons are the stems more usually branched than simple, and in what more usually simple? Are they universally simple in any Order?

2. What is a *Rhizoma?*

3. Mention the characters by which *Umbelliferæ, Araliaceæ* and *Compositæ* are distinguished from each other.

4. Define briefly the following terms:—*Digitate, Disc, Papilionaceous, Lomentaceous, Cariopsis, Vitta, Glume, Spike.*

MATERIA MEDICA.

MORNING PAPER.

Examiner.—T. ANDERSON, M. D.

1. Mention the Physiological and Therapeutic properties and the uses of the preparations of *Cannabis Indica.*

2. What species of the Genus Aconitum yield well-known drugs, what are their Therapeutic properties and in what doses may they be prescribed?

Enumerate the officinal salts of Ammonia, and state the therapeutic uses and doses of each.

AFTERNOON PAPER.

1. What are the principal Anthelmintics, and what precautions are necessary in their administration?

2. What plants are officinal in the Natural order LEGUMINOSÆ, what substances do they yield, and what is the therapeutic action of each?

3. Enumerate the medicinal substances obtained from the *Animal Kingdom* and state briefly the uses of each.

Examination Returns, &c.

CHEMISTRY.

Morning Paper.

Examiner.—F. N. Macnamara, M. D.

1. Exemplify and explain the term Chemical Equivalent.

2. How may an insulated metallic cylinder be charged with one or the other Electricity without direct contact with a charged body?

3. Explain the difference between a *simple* and a *compound* circuit, and the cases in which the latter is required.

4. Name the Minerals on the table and state their composition.

5. How should an alloy of Zinc, Copper and Lead be treated with a view to determining its percentage composition?

6. What is the composition of Alcohol? Mention any analogous bodies, and give the Formula of each. Explain the formation of Acetic acid and Ether from Alcohol.

7. Explain the preparation and constitution of Ferrocyanide of Potassium—Write, in Symbols, the changes which occur if it be added to:—

a. A Solution of a Persalt of Iron,

b. A Solution of Sulphate of Copper.

Afternoon Paper.

1. Give a brief sketch of the Chemistry of Healthy Urine.

2. What pigments are obtainable from Human Blood? In what way may the pigment be made use of for the identification of blood-stains?

3. What is the source of Animal Heat? What reasons have you for believing that it is not altogether the result of *chemical* changes?

4. Name the most efficient Antiseptic and Disinfectant substances (natural or artificial) which we can employ. What, as far as we know, is the mode of action of each?

First Examination in Medicine.

GENERAL ANATOMY AND PHYSIOLOGY.

Examiner.—J. EWART, M. D.

1. Describe the physiological characters of the mucous membrane of the Alimentary Canal from the Cardiac Orifice of the Stomach to the Anus.

2. Describe the channels through which the sensitive impressions are transmitted from the periphery of the body to the Brain; and those through which the orders of the will are conducted to the muscles.

3. What are the functions of the Medulla Oblongata?

4. Describe the structure and uses of the spleen.

5. State the chemical composition of the gastric juice and explain its uses.

6. Describe the minute anatomy of the kidney, and the parts through the medium of which the urine is secreted.

COMPARATIVE ANATOMY AND ZOOLOGY.

Examiner.—J. EWART, M. D.

1. Enumerate the primary types of the animal kingdom, and explain concisely the distinguishing characteristics of each type.

2. How is the respiration carried on in Insects, Fishes and Mammals?

3. Give a general description of the central organ of circulation in Insects, Crustaceans, Mollusks, Fishes, Reptiles, Birds and Mammals.

4. Describe the development of the nervous system in the animal series.

5. Describe the different modes of reproduction in the animal series.

SECOND EXAMINATION IN MEDICINE.

MEDICAL JURISPRUDENCE.

Examiner.—F. N. MACNAMARA, M. D.

1. What are the most usual post-mortem appearances met with in cases of death from Lightning?

2. You are called to see a middle-aged man who has been found in a comatose state, and who is said to have been in good health a few hours previously, his breathing is slow and stertorous, the pupils fixed and dilated—to what may the state be due, and what other symptoms, and what post-mortem appearances would you look for as a guide to your forming a decision?

3. What are the symptoms and post-mortem appearances in Aconite poisoning?

4. What are the symptoms of poisoning by Ruskapoor? How would you proceed to detect the poison in the tissue of the Liver?

SURGERY.

MORNING PAPER.

Examiner.—J. FAYRER, M. D.

1. Describe the formation of an Abscess, the constitutional symptoms attending it, the processes by which it may terminate, and those by which the breach it has occasioned is repaired.

2. Describe the causes, symptoms, treatment and results of an attack of Acute Cystitis.

3. Describe the pathology, symptoms and treatment of the disease known as Morbus Coxarius.

Second Examination in Medicine.

4. What are the conditions essential in hospitals to the well-being of patients who have undergone Surgical Operations and failing those conditions, what consequences or results, *i. e.* what class of diseases &c. &c., would you anticipate to your surgical patients?

AFTERNOON PAPER.

1. Describe the steps of the operation for the removal of the Superior Maxillary Bone, naming the parts and vessels of importance divided.

2. What are the causes, pathology, symptoms and treatment of Acute Glaucoma?

3. Describe the symptoms and treatment of Syphilitic Iritis, distinguishing it from Rheumatic Iritis and its treatment.

MEDICINE.

[*Examiner.*—NORMAN CHEVERS, M. D.

1. Enter into the pathology and diagnosis of those diseased conditions which are attended with the presence of serum or puriform matter in the pleural cavities.

2. What are the terminations of hepatic abscess and how may the occurrence of each be diagnosticated?

3. Describe the treatment of malarious enlargement of the spleen.

4. What are the leading indications in the treatment of obstructive valvular disease of the heart attended with ascites and anasarca?

5. What treatment would you adopt should a patient, suffering from morbus Brightii, be attacked with acute pericarditis?

MIDWIFERY.

Examiner.—NORMAN CHEVERS, M. D.

1. What are the causes and what the management of hæmorrhage following the separation of the Placenta?

2. What misplacements of the cord occur in Labour, and how are they to be dealt with?

3. In what order and at what time do the teeth generally appear in the first dentition, and what general precautions are needful in the management of a teething infant?

4. What circumstances render craniotomy strictly advisable?

HONOR EXAMINATION.

MEDICINE.

Examiner.—NORMAN CHEVERS, M. D.

1. By what train of pathological sequences is a case of obstructive mitral disease likely to prove fatal?

2. Define and explain the causes of cerebral convulsions.

3. Clearly distinguish those diseased conditions in which blood is present in the urine.

SURGERY.

Examiner.—J. FAYRER, M. D.

1. Give an account of Tumours generally—Let it involve a description of the characteristics of each class of these Morbid Growths. Indicate the chief points of difference between the so-called *malignant* and *innocent* Growths.

M. D. Degree.

2. What are the usual causes of Extravasation of Urine into the perinæum? Describe the symptoms, giving an exact account of the course that the extravasated urine takes and the anatomical reasons why it is so, the treatment, and the consequences of this accident.

3. Describe the symptoms, effects and consequences of a penetrating wound of one side of the Thorax involving the Lung.

MIDWIFERY.

Examiner.—NORMAN CHEVERS, M. D.

1. Give the leading symptoms and distinctive appearances of those forms of ulceration which affect the os-uteri.

2. What Hygienic arrangements are needful to secure recovery after parturition, and what dangers does their neglect involve?

M. D. DEGREE.

MENTAL AND MORAL PHILOSOPHY.

Examiner.—S. B. PARTRIDGE, F. R. C. S. E.

1. Point out the distinction between the *physical* and *efficient* causes of natural phenomena, and show the necessity for limiting our investigations to the former.

2. What circumstances mainly influence the perfection of the mental operation which we call Memory, and how may the knowledge of these circumstances be practically applied?

Examination Returns, &c.

3. Trace the various steps of a scientific investigation, and point out the mental operations which are brought into action during the process.

4. Trace briefly the analogies between *Conscience* and *Reason*.

MEDICINE.

Examiner.—NORMAN CHEVERS, M. D.

1. The diagnosis of an abscess in the right lobe of the liver, not pointing outwardly or opening into any part of the alimentary canal, or peritoneum, is often attended with considerable difficulties.—Explain, illustrate, and clear those points of difficulty.

2. Explain fully the various modes in which natural death occurs, and lay down a set of rules for the treatment of moribund patients.

SURGERY.

Examiner.—J. FAYRER, M. D.

1. Describe the various forms, causes, symptoms, pathology, and ordinary and possible results of Stricture of the Urethra. Describe also the treatment appropriate to each form of the disease.

2. What are the circumstances which would induce you to have recourse to Amputation in Compound Fractures of the Leg?

3. What are the principal diseases to which the knee-joint is liable, and how would you treat them?

4. Describe the causes, symptoms and treatment of Gonorrhœal Ophthalmia.

M. D. Degree.

5. A man is brought to you, who has received a punctured wound in the thigh, in the course of the Femoral Artery; he is said to have lost a quantity of *arterial* blood when the wound was inflicted, but when brought to you the bleeding had ceased. What would you do?

WIDWIFERY.

Examiner.—NORMAN CHEVERS, M. D.

1. Describe the prophylaxis of Puerperal Fever and its allied diseased conditions, distinctly specifying those conditions.

2. What are the respective advantages of the various authorised modes of performing Craniotomy including Craniocleasm?

1	2	3	4	5
NAME OF INSTITUTION.	Town or Zillah, within which situated.	When established.	No. of Pu... Rolls at ... of the ...	
			Hindus.	Mahomedans.
Berhampore College,	Berhampore, ...	1853	32	0
Calcutta Madressa, Arabic Department,	Calcutta, ...	1781	0	120
Dacca College,	Dacca, ...	1841	125	2
Hooghly College, English Department,	Chinsurah, ...	1836	63	2
Arabic Department,	Ditto, ...	1836	0	21
Kishnaghur College,	Kishnaghur, ...	1846	44	0
Presidency College, General Department,	Calcu... ...	1855	284	8
Patna College,	Patna, ...	1862	248	43
Sanscrit College,	Calcutta, ...	1824	340	0